DOCUMENT RESUME

ED 132 671 EA 008 956

TITLE	Locally Identified Promising Educational Practices 1975.
INSTITUTION	Michigan State Dept. of Education, Lansing.
PUB DATE	[75]
NOTE	64p.; For a related document, see EA 008 955; Photos may not reproduce clearly
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	Adult Education; Change Strategies; Educational Administration; Educational Alternatives; *Educational Innovation; *Educational Programs; Elementary Secondary Education; *Experimental Programs; Inservice Teacher Education; Preschool Education; *Program Descriptions
IDENTIFIERS	*Michigan

ABSTRACT

This booklet is the third in a series of annual publications that list and describe a wide array of promising and innovative educational practices in hopes of stimulating the development of alternative educational delivery systems and strategies involving students, teachers, administrators, and parents. Included in the booklet are brief descriptions of approximately 175 promising practices nominated by Michigan teachers and administrators during the 1974-75 school year and selected by a statewide committee. However, no attempt was made to validate the effectiveness of the selected practices. The booklet is organized in separate sections related to the preschool, elementary, middle school and secondary levels, as well as to teacher inservice training, adult education, and school administration. Within each section, promising practices are listed alphabetically by school district; there is also a separate subject index. A sample of the official format for nominating promising practices for inclusion in future issues of the booklet is also included. (Author/JG)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED132671

Locally Identified

Promising Educational Practices 1975

Experimental and Demonstration Center Program / Box 420 / Lansing, Michigan 48902
Michigan Department of Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

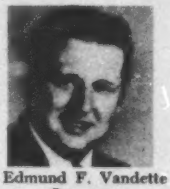
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

EA 008 956

State Board of Education

Marilyn Jean Kelly
President
Troy

Dr. Gorton Riethmiller
Vice President
Chelsea



Edmund F. Vandette
Secretary
Houghton

Annetta Miller
Treasurer
Huntington Woods

Barbara A. Dumouchelle
Grosse Ile

Dr. Paul B. Henry
Grand Rapids

Barbara J. Roberts
Lansing

Norman Otto Stockmeyer, Sr.
Westland

Ex-Officio Members

William G. Milliken
Governor

Dr. John W. Porter
Superintendent of Public Instruction

Cover photo courtesy of
Maurie C. Marshall
Information Services
Lansing Public Schools

TABLE OF CONTENTS

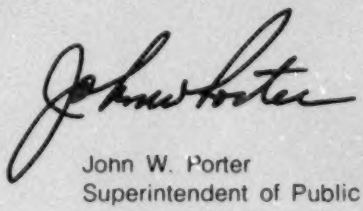
	Page
Foreword	i
Introduction	ii
Descriptions of Educational Practices	
Pre-School Education	1
Elementary Education	5
Middle School Education	23
Secondary Education	37
Teacher In-Service	49
Adult Education	55
School Administration	59
Subject Index	63
Nomination Format	67

FOREWORD

The State Board of Education requested that the Experimental and Demonstration Centers Program of the Department of Education act as a clearinghouse to help identify and disseminate locally identified promising educational practices. This publication is the third of a series which will give exposure to a wide array of ideas which we hope will stimulate the development of many alternative educational delivery systems and strategies involving students, teachers, administrators, and parents. We also hope this publication will provide teachers and administrators with some recognition for their successful practices. We believe there is a need for all educators to share good ideas and to communicate effective teaching strategies if we are to continue to improve our services to children and youth.

It is our belief that classroom teacher participation in identifying promising educational practices is absolutely critical to the entire process. Specifically, the Department has developed procedures which will assure teacher participation in the identification of promising educational practices. First, teachers will have an opportunity to submit their ideas to the Department of Education at any time during the year by completing the format found on the last page of this publication. Secondly, Michigan teacher organizations have been notified that the Department will be providing this service and will encourage their membership to submit their best ideas; and finally, teachers will be involved in the screening committee that will make the final selections for inclusion in the publication.

It should be emphasized that the practices identified in this publication have been locally identified and may not have been subjected to a rigorous evaluation. Nevertheless, those who submitted the practices and those who reviewed them believe that these ideas would have value for other educators throughout the state as they seek to improve the quality of teaching and learning.



John W. Porter
Superintendent of Public Instruction

INTRODUCTION

"Locally Identified Promising Educational Practices" was published with the hope that it would stimulate educational changes which will improve the process of teaching and learning in Michigan. We also want to provide teachers and administrators with recognition for their successful practices.

The promising educational practices listed are locally identified and the Department of Education made no attempt to validate their effectiveness. The Department's purpose in distributing this publication is to provide a needed service to local and intermediate school districts and therefore it would be inappropriate for the agency to endorse any of the practices listed as they have not been through the Department's validation process. It is possible in future publications of this kind that selected delivery systems will be validated and the Department will assume a more personal advocacy role in their dissemination.

The practices listed were nominated by teachers and administrators collected by the Experimental and Demonstration Centers Program during the 1974-75 school year. A state-wide committee, whose members are listed on the back cover, selected the nominations for this publication.

The criteria for listing nominated practices are:

1. observable.
2. made a positive change in clients.
3. cost and evaluative data are available.
4. not a special project which operated on state or federal funds.

In order for the Experimental and Demonstration Centers Program to serve as a clearinghouse of promising educational practices, there must be a flow of ideas from people working in all fields related to education, both public and private. Therefore, the Experimental and Demonstration Centers Program urge you to submit practices by using the nomination format in the back of this publication. The practices submitted will be reviewed on or before May 1 each year for the publication each Fall.

The practices selected are grouped into client oriented sections called pre-school, elementary, middle, secondary, teacher, adults, and administrators. To help readers locate practices each section is arranged alphabetically by school district. In addition there is a table of contents and a subject index.

Information about programs in Michigan which are being operated on state or federal funds which are disbursed through the Michigan Department of Education is available. Send requests to:

Michigan Department of Education
Experimental and Demonstration Centers Program
Box 420
Lansing, Michigan 48902

LOCALLY IDENTIFIED PROMISING EDUCATIONAL PRACTICES IN PRE-SCHOOL EDUCATION

PLACE: Dearborn Public Schools

TITLE: Pre-School Speech Program during Regular School Year and Summer School

CONTACT: Viola E. Grigg, Coordinator
Compensatory Education
Dearborn Public Schools
4824 Lois, Dearborn, Michigan 48126
(313) 582-4431,32

DATA: Pre-School children referred by parents, physicians or other community agencies. Summer of 1975 will be the second summer offering and school year 1975-76 will provide the second regular year program. Two one-half time teachers of speech and language development are provided during the school year and 2 teachers serve one half day sessions during six summer school weeks. Materials used are those provided for the regular speech and language curriculum.

DESCRIPTION: Parents bring pre-school students to regular appointments with the teacher. Two centers are used: one in West Dearborn and the second in East Dearborn. Referrals for further evaluation of individual needs are made to appropriate staff when need for other services is noted. Following one full year of this service, it is felt that kindergarten readiness has been achieved in students who had specific language development needs.

PLACE: Godwin Heights Schools

TITLE: Pre-Kindergarten Program

CONTACT: Ed Memmelaar or George Fohey
3529 S. Division Ave.
Grand Rapids, Michigan 49508
(616) 538-7240

DATA: Three and four year olds. Practice has existed four years. Teachers need Early Elementary Education certificates.

DESCRIPTION: This is half-day program dealing mostly with the social development of the younger child. A weekly parent meeting brings in different speakers dealing with aspects of child psychology, and child development; both physical and emotional. A week long introduction to swimming is also taught.

PLACE: Jackson Public Schools

TITLE: Pre-School Library Hour

CONTACT: Genevieve Olsen
805 Longfellow
Jackson, Michigan 49202
(517) 784-4348

DATA: All children in our school district who will be 5 on or before Dec. 1, 1975. Practice has existed since November, 1966. Materials — library books, filmstrips, records, puppets, finger plays, songs.

DESCRIPTION: All children who are eligible to attend our Kdg. the following September are invited to participate in this program. Contacts are made through a newspaper article, radio public service announcements, school bulletins, and referrals by friends or neighbors who might know of eligible children.

The class is held every Tuesday AM between 9:30 - 10:30 when school is in session. Supplies and equipment are provided by our school.

A parent and co-chairman direct the program. Mothers of these children work by two's in implementing the program. It is staggered so one new mother and one who has worked the previous week work together. Some mothers bring their children and leave. Others meet as a group in the lounge for coffee and discussion.

A card is made for each child listing name, address, telephone, birthdate, parents' name. This was later valuable as a guide in registration for potential Kdg. enrollees in September.

Themes are set up for the month or specific weeks. A composite record is kept of each week's activities. (Form attached) A copy of various finger plays are included in the notebook for reference so they can be subsequently repeated. Birthdays are celebrated each month with the mothers donating the refreshments.

Twenty-six children were enrolled in our program this year out of a potential 57.

The purpose has been to: (1) Develop ability to listen and follow directions; (2) To get acquainted with children who will be their classmates in kindergarten; (3) To orient them to the school building and grounds; (4) Involve mothers in pre-school program; (5) Develop independence — weaning away from their mother; (6) Develop respect for rights of others; (7) Give the children a pleasant, enjoyable experience in school; (8) Help the child to better adjust to group experiences; (9) Teach the child his route to school and the safety rules involved.

Children who have attended the program have made a good adjustment into the kindergarten program. They have learned that school is an enjoyable and interesting place to go.

Parents have had an opportunity to observe their child and other children in a group situation.

PLACE: New Haven Public Schools

TITLE: New Haven Parent Readiness Education Project

CONTACT: Thomas Winkel
24255 — 26 Mile Road
New Haven, Michigan 48048
(313) 749-3401

DATA: 35 pre-kindergarten children and their parents; 4 paid adult aides; 10 high school aides. Practice is just beginning. Two part-time teachers. Materials — one kindergarten room, assessment techniques (Caldwell Cooperative Pre-school Inventory).

DESCRIPTION: The purposes of the New Haven Parent Readiness Project are: (1) to identify and provide pre-kindergarten children (who are identified as having deficiencies in basic learning skills) with a pre-school educational experience; (2) to help parents of these children develop and use home educational activities with their children; (3) to train high-school aides in child growth and development as well as future parenthood; (4) to train adult aides to become more effective in working with teachers and children.

This project was adopted from the PREP project at Redford Union School District. The program at Redford Union is 4 years old and is funded as a demonstration site this year.

PLACE: Port Huron Area School District

TITLE: Home Start Pre-School Program

CONTACT: Clifford D. Sibley or Margo Norris
834 Chestnut
Port Huron, Michigan 48060
(313) 984-5046

DATA: 51 three- and four-year-olds. Length of operation: 1973-74 school year. One classroom teacher; four family educators.

DESCRIPTION: This is a home-based pre-school program for 51 three- and four-year-olds. The purposes of the program are to increase reading readiness, improve self-image, and improve child-parent relationships.

A family educator works with the child and his parent, using a prescribed, individualized lesson, one hour each week. The parent continues to work each day with the child following the instructions left by the family educator. One half day each week the parent and child come to the school. The children (about 12 children and parents attend the same half day) have a series of activities while the parents spend part of the time in a tutoring situation and part of the time in a small group situation with other parents.

PLACE: Warren Woods Public Schools

TITLE: Pre-School Program

CONTACT: Duanne Brun
27100 Schoenherr Road
Warren, Michigan 48093

DATA: Two hundred twenty pre-school children and their parents. Practice has existed three (3) years. One teacher per school building. Kindergarten facility.

DESCRIPTION: Tuition is $40.00 for 14 weeks — 2 hours/2 days, or $75.00 for 4 days a week (14 weeks).

Evaluative data is based on parent questionnaires.

Parents (one or both) are required to attend 7 child development seminars which are arranged by the consultants (special teachers already within school district). Topics generally include speech and language development, health care and nutrition, role of the school psychologist, purpose of play, discipline techniques, etc. Parents are required to attend these sessions only once regardless of the number of children they enroll in the program.

High schoolers are assigned to assist the teacher and receive credit as part of the Vocational Education Program of the high school.

Each elementary school accepts children from its own area.

LOCALLY IDENTIFIED PROMISING EDUCATIONAL PRACTICES IN ELEMENTARY EDUCATION

PLACE: Alcona Community Schools

TITLE: Bicentennial Quilted Drapes

CONTACT: Sharron L. Smith
Black River Elementary
Black River, Michigan 48721
(517) 727-2877

DATA: The 60 students who attend the Black River School were the participants as well as one mother who helped complete the project. Practice has existed 2 years. Two classroom teachers worked with the students. Materials — muslin sheeting, cotton scraps, needles, pins, thread and scissors — Bicentennial print material from Penny's, art paper, drawing crayons.

DESCRIPTION: The purposes of our project were several: We wanted to involve our students in a Bicentennial Project which would be educational as well as produce a product which could be enjoyed for the two year period and the years to come.

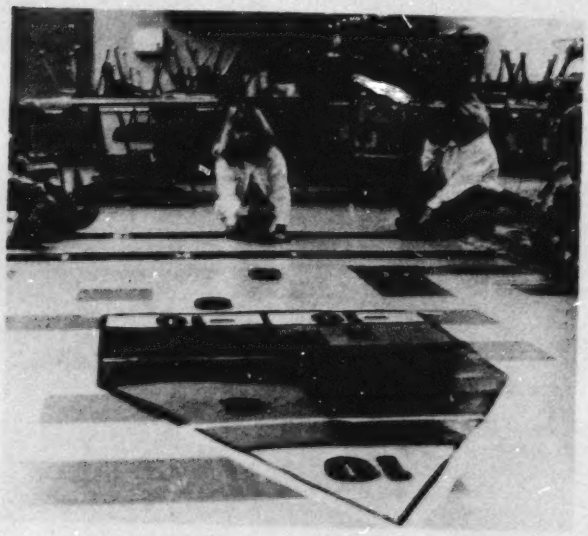
One of the classrooms in our two-room school needed new drapes. We could make two panels of quilted drapes this year and two panels the next year. Upon completing the project the room would be freshly draped and the drapes would be a source of pride to all the students who made them.

The students each did a preliminary sketch on 12" x 15" paper, of a historical symbol. We discussed, planned, and finally approved these workable sketches. We then taught the students how to do applique sewing. Their original sketch was their pattern, which they cut apart according to colors and then cut the material. The students ironed the material and began to sew the pictures to the white muslin rectangle. Following the completion of their picture they creweled the title and their name on their quilt block.

After all the blocks (30) for one panel were completed, one of the mothers sewed them together and backed the quilt with a bicentennial print in red, white and blue.

We will complete two panels of drapes this year which will be half of the drapes our room needs. Next year each student will again do a quilt block and this will finish our drapes for the room.

An added feature of the project was sending white panels to the President of the United States and the Governor of the State of Michigan which they signed and returned to us. These panels will be included in the next panel of draperies.



PLACE: School District of the City of Berkley

TITLE: Elementary Career Education Pilot Program

CONTACT: Mrs. Alexandria Takis, Dir. of Career Education
Berkley High School
2325 Catalpa
Berkley, Michigan 48072
(313) 548-1200

DATA: Elementary students at Burton Elementary School in one each of the following grade level classes: Fourth Grade, Fifth Grade, and Sixth Grade. The school year 1974-75 was the first year of the operation of this pilot project. The project will be expanded during 1975-76. No special teachers are or will be needed for this project. Teachers who are involved and have been inserviced this year are the three classroom teachers at each grade level. Also included in the project are (1) the Burton Elementary School Principal, (2) an Elementary Social Studies Coordinator, and the Director of Career Education. A budget allotment was made by the Berkley School District of $4 per child involved in the project for special materials to be used in the classroom for integration of career education into the regular program. Inservicing of personnel involved was accomplished on a tri-district workshop program with Oak Park and Ferndale School District. This included a one-week summer, pre-school opening workshop and monthly half-day meetings. The services of a consultant and a graduate assistant were available from Eastern Michigan University. The three districts pro-rated the expenses of the inservice workshops.

DESCRIPTION: Program Objectives: (1) The program personnel will develop and field test a career development model which can be used by other teachers within respective districts during the 1975-76 school year; (2) The program model will be used to teach knowledge, attitudes, and skills, *using a methodology which will evolve from and be integrated with the existing school curriculum;* (3) The program will include the involvement of the total community (parents, occupational role models, and physical resources); (4) The program will expose students to the concepts of career development, principally self-awareness and career awareness.

Program Evaluation: (1) An external evaluation agency will be responsible for evaluation of the program; (2) Evaluation will be based upon the objectives developed for the teaching units. (3) A survey test will be administered to both pilot classrooms at each grade level and a control group at each grade level.

PLACE: Berkley Public Schools

TITLE: Super Saturday

CONTACT: Robert G. Torrie
2408 Dorothea
Berkley, Michigan 48072
(313) 545-0990

DATA: Children of district, ages 3-12. Practice has existed 2 years. Teachers and community members experienced with pre-schoolers.

DESCRIPTION: Based on the theory that school can be fun, Super Saturday is a series of Saturday morning activities for area youngsters. Our program has grown to over 400 youngsters per week participating in each of our eight week semesters. Activities are developed from student and teacher input and are geared to providing actual learning activities in a fun-oriented atmosphere. Classes in fishing, ceramics, cooking, sewing, tumbling and gymnastics, reading and math for fun, story hour, and wrestling are always filled to capacity. Reactions from our staff and community indicate that Super Saturday is a sound educational practice meeting a community recreation need.

PLACE: Bloomfield Hills Schools

TITLE: Instructional Swim

CONTACT: Edwin W. Wichert, Director
Recreation-Community Education
2800-A Lahser Road
Bloomfield Hills, Michigan 48013
(313) 334-3578

DATA: All students, pre-schoolers through sixth grade. Practice has existed 7 years. Twenty instructors with senior lifesaving or WSI. Materials — pools with a shallow end of three feet (or less).

DESCRIPTION: This program to teach as many students as possible to swim and water safety is part of the regular Recreation-Community Education Program. We have found that if a student attends 9 out of 10 classes, the percentage rate of passing to the next level of skill is 84%. A sizable portion of the 16% repeaters is due to the student starting in at the wrong level of skill. Many nearby communities have adopted this program and have found it very successful. We would be happy to share this program with other school districts.

PLACE: Brandywine Public Schools

TITLE: Responsibility, A Process Approach

CONTACT: John Huffman
15 Bertrand Road
Niles, Michigan 49120
(616) 683-4800

DATA: Twenty-eight fifth graders. Practice has existed: 1 year (1974-75 school year). Program implemented in regular classroom setting. Materials — Commercial and teacher-made individualized learning materials.

DESCRIPTION: One purpose of the project is to develop in students process skills of application, investigation, and research.

The second purpose of the program is to give students experiences in responsibility while maintaining normal academic progress. Student responsibility activities included schedule planning, performance contracting, study habit development, and process skills development.

The project was carried out with a heterogeneous group of 28 fifth grade students. Each week students wrote a contract of activities to be completed in all subject areas and a schedule showing when this work was to be done. Standard letter grades were used for evaluation of student activities and any work contracted for but not completed was recorded as failing. Instruction was given to students on an individual basis at the request of the student or when need for instruction was indicated by a student's performance. All materials used in the program were self directed and individualized. The student was responsible for quantity and quality of activities, use of appropriate resources (instruction, reference materials, research, etc.), and educational progress. The instructor shared these responsibilities with the students and acted as a resource and guide to the student. Process skills were stressed and were considered with product outcome in evaluation.

The program cost $500, which includes materials, tape players, study carrels, and listening stations. Responsibility was measured by the number of students completing contracts in terms of quality and quantity. Achievement was measured with teacher made math test and Stanford Intermediate Reading Achievement Test. Results showed improvement in all areas of reading and math.

PLACE: Coopersville Area Public Schools

TITLE: Transitional Rooms

CONTACT: Joan Randall
198 East Street
Coopersville, Michigan 49404
(616) 837-8131

DATA: Students in grades 1, 2 and 3 with learning problems. Practice has existed at grade 2 — four years; grade 1 — 2 years; grade 2 — 1 year. Special teachers needed with the patience and dedication to work with slow learners. Materials — Peabody Language Kits, SRA Math Kits, any number of instructional materials different from the school's adopted materials.

DESCRIPTION: Coopersville Area Public Schools' success-oriented curriculum precludes the need to avoid retention of students at any grade level. The Transitional Room concept which is designed to provide individualized instruction and success experiences for students having learning problems supports this philosophy. Students are recommended for Transitional Room services by the teacher at the preceding grade level. The program utilizes a number of instructional strategies and materials which are significantly different from the "regular" school curricula. Behavioral objectives for each program are similar for all students, however, the rate of progress toward completing the objectives is significantly reduced. An attempt is made toward bringing students up to their expected grade level. These attempts are met with varying degrees of success depending upon a student's aptitude, maturity level, and the rate at which he or she can progress. Students in the Transitional Room may be placed in a regular classroom at the next grade level the following year, they may move into a transitional room at the next grade level, or they may be placed into a regular classroom at the same grade level which is considered another step toward upward mobility through the grades. This decision is based on progress made during the year in the transitional room. The alternatives are shared with parents of students in the Transitional Room when they are first placed there. It is important that parents have a clear understanding of the program and the alternatives for next year's placement. There is opportunity for students to progress from the Transitional Room to a regular classroom during the school year should he or she demonstrate the ability to function at that level.

PLACE: Dearborn Public Schools

TITLE: Early Child Education

CONTACT: Dr. Phyllis Leuck
4824 Lois Ave.
Dearborn, Michigan 48126
(313) 582-0441 (Ext. 242)

DATA: Kindergarten children. Operation began in September, 1974. Art teachers and kindergarten teachers. Materials — An art collection.

DESCRIPTION: Provide an opportunity to increase the kindergarten child's observational skills and appreciation of art. Through the combined effort of the art and kindergarten teachers who volunteer for this pilot study, art objects such as paintings, drawings, sculptures and crafts will be introduced by the art teacher and allowed to remain in the kindergarten room for one week in order for the teacher to integrate the object with the offerings in literature, music, nature and social studies where possible. Measurement techniques will include teachers' report and tape recordings of the children's remarks about the art objects. Subjective evaluations about the increase in awareness of the details of the object and the length of time which the child attends to the object will be the criteria for success. Another secondary consideration will be whether the integration of the art objects gives impetus for richness to the curriculum and the classroom environment.

PLACE: Detroit Public Schools — Region Four

TITLE: Region Four Open School (Primary)

CONTACT: Laura'ean Milligan, Teacher
McKenny School
20833 Pembroke
Detroit, Michigan 48219
(313) 533-8585

DATA: K-3 children from 26 schools within Region Four. One year at Reeves after 1 year pilot at Burt. Teachers interested and willing to use open method. Materials — A wide variety of manipulative aids, books, and "junk" materials that can be adapted to myriad uses in creative, interest areas.

DESCRIPTION: The philosophy of the school is directly based on the informal, child-centered approach, fitting the developmental needs of each child and covering all areas of growth: academic, emotional, social, physical as well as aesthetic. The basic inner structure of each classroom keeps a careful check on individual skill development and children are encouraged to progress at their own rate, following their own interests. The curriculum is designed to fit the child rather than the child to the curriculum. Children learn to have good self-awareness and develop respect for themselves and others. Each child is expected to complete certain tasks during the day and is encouraged to develop independent thinking, self-direction and responsibility.

Learning centers are set up and children are taught to use and care for materials and record their work.

School-wide tests and standardized test results now becoming available record academic success although they do not measure other important areas of growth such as; self-direction, emotional maturity and creativity can only be measured at this time by teacher observation.

PLACE: Garden City Public Schools

TITLE: Oral-Plus (Oral Communication for the Deaf)

CONTACT: Margaret Naumes, Director of Special Services
Garden City Public Schools
1333 Radcliff
Garden City, Michigan 48135
(313) 425-4900

DATA: Any hearing impaired child whose parents agree may be placed in the program. Generally, the students are multiply handicapped, deaf, but this is not a program requisite. Now in operation 3 years. Teachers certified to teach hearing impaired, some knowledge of sign language. Materials — Auditory equipment (EFI), standard audio-equipment, some physical therapy equipment.

DESCRIPTION: Purpose: To help children communicate orally — to develop a form of communication for those who were not communicating. No signs of progression — needed new avenues.

Hearing Impaired Program (Oral Plus): Garden City administers an elementary program for Hearing Impaired that incorporates aural, visual and tactile approaches to give these children beginning communication skills. At the elementary level the children pursue a regular academic curriculum in addition to the above.

The later elementary, junior high, and senior high programs are located in the Redford Union School district.

PLACE: Garden City Public Schools

TITLE: Helping Teacher Program
For Elementary Students With Learning Difficulties

CONTACT: Margaret Naumes, Director of Special Services
Garden City Public Schools
Garden City, Michigan 48135
(313) 425-4900

DATA: Students with learning and/or emotional problems that require help in addition to that received through regular school instruction. Length of Operation: Three years as is now. Teachers certified in the area of emotionally impaired learning or mentally impaired. Materials — Instructional materials, high interest, lower vocabulary, audio-visual equipment, affective educational materials, variety of learning diagnostic and evaluative materials for use in planning prescriptive programs for educational needs.

DESCRIPTION: The Garden City Resource Helping Teacher program is designed to help students with educational impairments and/or emotional problems. This includes children with specified learning disabilities.

It is the culminating effort of many year's growth and development of our Special Services programs.

All Special Services personnel from other supportive disciplines and the teaching and administrative staff in individual buildings are also involved through this multi-disciplinary team approach to helping students achieve educationally and socially.

Our school district has always recognized the value of keeping children in the regular class as much as possible and giving each student an education commensurate with his capacities. However, some students are confronted with learning and/or emotional problems that require help in addition to that received through regular instruction. This *team* approach, involving the resource and helping teachers working closely together as a team in their buildings with the *multi-disciplinary* input from total Special Services personnel and the building teaching staff and administration, grew through the gradual application of our philosophy that: the multi-disciplinary approach is necessary to meet the needs of the children who have learning problems, academic limitations, emotional and/or physical problems, and this is the main goal of the Resource Helping Teacher Program.

The Resource and Helping Teacher schedule their time with students on a daily basis according to individual needs. Students are instructed individually at times or with a group.

Helping Teachers are primarily servicing children with emotional and/or behavior problems which may or may not be affecting their learning. They also service the whole school on a crisis basis. They, as well as the Resource Teachers, may program for children with primary learning disabilities or perceptual handicaps, or lacking certain basic academic competencies and skills.

PLACE: Gibraltar School District

TITLE: Workshop/Seminars for Talented Elementary Students

CONTACT: Michael Asteriou
14473 M. Gibraltar Rd.
Gibraltar, Michigan 48173
(313) 676-9550

DATA: Fifth and sixth graders. Length of Operation: One day workshops at bi-monthly intervals. Teachers from respective areas. Materials — Gift journals, gift art materials, gift kits, normal school materials.

DESCRIPTION: Gifted children from either the grades in one school or from each elementary are invited to partake in a

one-day off-campus workshop/seminar hosted by teachers and including professionals in that field as guest speakers. Lunch at a near-by restaurant is included in the day. At the end of the seminar, each participant is given an appropriate gift to encourage further endeavor in that respective area.

Seminars have included creative writing, poetry, and art. Future seminars will be in science and music; the object of these workshops is to give recognition to talented students.

PLACE: Grandville Public Schools

TITLE: Individualized Reading Skills

CONTACT: Donald Chrysler
Central Elementary
4052 Prairie S.W.
Grandville, Michigan 49418
(616) 534-9666

DATA: Two hundred twenty-eight K-6 students. Length of operation: 3 years. Ten classroom teachers. Materials — Original reading skills check list.

DESCRIPTION: When we individualized our instruction 3 years ago one of our greatest concerns was how we could guarantee a consistent development of academic skills. If we allowed enough freedom to make individualization meaningful, how could we be certain each child would be exposed to all the basic skill areas. We addressed ourselves first to the area of reading. Discarding the typical three-group basal reading program, we activated a plan in which each student was tested, placed and given material at his own reading level. The teachers were then free to have individual reading conferences and work independently with each child. We were pleasantly surprised to discover how much more time the teachers had to spend with their students than the traditional reading program had allowed them.

With the cooperation of our Reading Center director, we listed all of the reading skills a child is expected to acquire between the time he enters school and completes the sixth grade. These skills were then printed on an 8½ x 11 card and placed in each child's cumulative folder; the card will follow the child through his elementary years and assure that no skill is omitted.

After 3 years of use we have found that the cards are very efficient. At the end of each year when the children move to another room the new teacher knows exactly which skills each student has missed and which ones he has mastered.

PLACE: Grosse Pointe Public Schools

TITLE: Project TALENT

CONTACT: Dr. Joseph Spagnoli
389 St. Clair
Grosse Pointe, Michigan 48230
(313) 885-2000

DATA: Talented elementary students. Length of operation: One year. Special teachers needed — .5 per school. Materials — materials for each of 15 units of study.

DESCRIPTION: The purpose of TALENT is to meet the needs of talented students by providing enriched studies beyond the scope of the regular classroom. The TALENT curriculum consists of 15 units of study. Each school conducts five of these units concurrently during a 9-week session with two 45-minute classes per week in each of the five units. Students rotate from their homerooms and are taught by the TALENT teacher. Class size is usually limited to the 15 most qualified students, often stratified by grade to be certain children in all grades have an equal opportunity to participate. After conducting a school-wide assessment of interests, the TALENT teacher and the principal select the participants on the basis of interview and try-out.

PLACE: School District of the City of Hazel Park

TITLE: Multi-level Classrooms
(or Crossage Classrooms)

CONTACT: Mr. William Cardell or Mr. James Jarrait
Ford School
1620 E. Elza
Hazel Park, Michigan 48030
(313) 399-3627

DATA: Children from grades 1 through 6. Practice has existed 4 years. (Four regular classroom teachers used) Materials — carpeting; doors cut between rooms. No unusual equipment is needed, only standard classroom books and materials.

DESCRIPTION: The purpose of our program is to provide a social setting which is more natural than one in which ages are fairly homogeneous. Within this family-like setting, older children can help younger children. A benefit of this approach is that the older children can receive valuable review without embarrassment, and the younger children can receive help and attention which the classroom teacher often cannot provide. Our students must budget their own time thus learning responsibility for "getting the job done." Our open atmosphere combined with the variety of ages, provides situations in which our students learn to cooperate with and care for one another. They are not only responsible for themselves but others as well.

Since 1971, we have selected students on the basis that they and their parents showed interest in the program. Thus, our students are a representative cross section of Ford School. The classrooms, though they reflect the personalities of their teachers, are operated "open" since this freedom of movement best allows for the development of our basic purposes.

Evaluation of our program has shown that our students do as well academically as the other students in our school, have generally better attendance and have more positive attitudes toward themselves and school.

PLACE: Jackson Public Schools

TITLE: Pioneer Living Unit: Language and Social Experiences

CONTACT: Dwight R. Smith
290 West Michigan Avenue
Jackson, Michigan 49201
(517) 782-8233 (Ext. 25)

DATA: Nine hundred third grade pupils. 1975 — First Year — (Piloted in October, 1974). Community volunteers; museum personnel. Materials — local museum with 19th century artifacts, books, films, filmstrips, costumes reflecting pioneer times.

DESCRIPTION: The Pioneer Living Unit is an experimental simulation program designed to provide children with an *awareness* of mid 19th century life in the mid-west. The pupils study early Jackson history in terms of how people lived, played and were educated one hundred years ago. The children learn about early American farming, retailing, costumes, home decor, education, and travel — first in the classroom and, in culmination, in the re-creation of early days at the Ella Sharp Museum in Jackson.

The pupils devote three half day sessions to an interaction with restored buildings and artifacts representing pioneer life. They study in a "one room" schoolhouse, garden in a replica of a pioneer farm; experience the tasks of baking, weaving, woodworking, spinning, churning, singing, dancing, and games as did their great great grandparents. Museum specialists, along with community volunteers and classroom teachers, assist the children in the simulated realia of the unit. Follow-up activities include dramatizations, theme writing

and the reading of complementary materials appropriate to the topics under study.

Evaluations conducted of the 1974 pilot program indicated universal teacher enthusiasm and unanimous agreement regarding the value of the unit.

PLACE: Lake Shore Public Schools

TITLE: Young Authors Program

CONTACT: Elvira Hauslein, Principal or Margaret Culver
Macomb Intermediate School District
Violet Elementary
22020 Violet
St. Clair Shores, Michigan 48082
and Macomb Intermediate School District
44001 Garfield
Mt. Clemens, Michigan 48043
(313) 294-0840 and 465-2101

DATA: Open to school population (1-6 grades). Practice has existed 3 years.

DESCRIPTION: Each year for the last 3 years we have held a Young Authors contest. This contest is designed to give recognition to students who write, illustrate and bind their own books. It is part of a school wide program emphasizing reading and language arts. Other parts of this program include having a school post office, silent reading time, and the Ludington paperback program located in the school library.

The Young Authors contest is open to all students grades 1-6. They may enter their books in various categories from which a winner and runner-up are chosen. They compete only against children of their own age. All students receive a ribbon for entering. The winner and runner-up receive ribbons and prizes plus the honor of attending the Young Authors Conference. Judging is done by a panel consisting of the school's library clerk, a parent, two guest students from a neighboring elementary school and a guest official from Macomb Intermediate School District. Children are scheduled to read their books in front of the judging panel. Parents are invited to attend the readings. Entires have increased each year until participation this year was over 300 in a school population of about 450 students.

The Young Authors Conference has included such activities as a public reading of the winning books at the St. Clair Shores Public Library, a free luncheon followed by language experience based workshops, and this year we are conducting a program in conjunction with Mason School in Grosse Pointe. Children identified as potential Young Authors from both schools will meet to participate in a day long session consisting of reading their books, discussions of problems in writing, doing language activities on a computer, working with a video-tape, and other supervised language experiences.

I feel we have seen a concrete increase in the number of students participating in writing books over the past 3 years. Levels of language developments appear to have increased along with promoting positive attitudes towards reading and one's own self concept. Community relations have definitely become more relaxed. One notices that parents, grandparents, aunts and uncles often attend the book readings. Community facilities such as the other schools and the public library are encouraged to participate in our Young Authors activities thus promoting a feeling of community spirit and cooperation.

PLACE: Lansing School District

TITLE: "Creative Dramatics Team of Four"

CONTACT: Dr. William Helder
500 W. Lenawee Street
Lansing, Michigan 48933
(517) 485-8161 (Ext. 335)

DATA: Thirty-four Lansing elementary schools. Practice has existed 1½ years. Teacher on Special Assignment as a Coordinator.

DESCRIPTION: This program has four goals: (1) to increase student self-expression; (2) to increase student ability in psychomotor skills; (3) to increase student achievement in reading, specifically vocabulary and comprehension; (4) to provide a means of in-service training for teachers interested in creative dramatics techniques which can be conducted without taking teachers away from their classroom.

The "Creative Dramatics Team of Four" is made up of four Graduate Students in Theater from Michigan State University. Service is paid for by the individual school who has purchased the time. Services of the team are: (1) 4 performances in a school, 2 for kindergarten (A.M. & P.M.) classes, 1 performance for lower elementary children and 1 for upper elementary. (2) follow-up in the classroom — one member of the team works with the teacher and students in Creative Dramatics. (Number of follow-ups is determined by amount of time purchased by a school).

PLACE: Lansing School District

TITLE: Ethnic Center

CONTACT: Dr. William Helder
500 W. Lenawee Street
Lansing, Michigan 48933
(517) 485-8161 (Ext. 335)

DATA: K-6 grades. Practice has existed 2½ years. Teacher on Special Assignment. Materials — artifacts from around the world, paper, dye, cloth, film projector, slide projector, screen, coffee pots and frying pan, fruits, dye, cloth, pins, pail, newspaper, forks, typing paper, tea, cookies, crackers, clay, corn, etc. (snake), mortar and pestle, bow and arrow and pinata.

DESCRIPTION: Purpose is to show children artifacts from different countries of the world. To give them something they can pick up, touch, or try on.

Each month the Center focuses on a different culture or country. There is a concentration of artifacts from the country in focus.

PLACE: Ludington Area School District

TITLE: Unlocking School Library Doors — Library Paraprofessionals

CONTACT: Elaine Lewis, Elementary Library Co-ordinator
Foster School
505 E. Foster
Ludington, Michigan 49431
343-7303

DATA: Elementary children K-6. Length of operation: one year. Materials — a training course for library paraprofessionals; detailed job description; defined selection process and procedure.

DESCRIPTION: Purpose: The program was instituted to provide greater library services to all K-6 students and their teachers. The eight elementary buildings in the district were previously serviced by one trained library professional supervising a volunteer mothers program.

Procedure: Initial screening of applicants was conducted by the librarian and curriculum co-ordinator with final selection of the paraprofessionals made by the building principals. Those selected were given a fifteen hour orientation training program conducted under the direction of the librarian. The program content was established by involving teachers and administrators in the process of creating the program and presenting the materials to the paraprofessionals.

Program: Each school library was thus opened on a five hour daily basis with the professional librarian providing co-ordination and direction. The goal was to allow for walk in service to children as well as formalized library period and story telling to children.

Cost: The cost of the program is very similar to the cost of securing an additional elementary professional librarian. The "trade off" of funds thus provide more adult contact for pupils at a similar cost to that incurred by the district for less contact hours by a professional librarian. (Cost figures available upon request.)

Evaluation: Surveys of the teachers, parents, and building administrators indicate total acceptance of the program. It has also, generated movement for continuing the program next year.

PLACE: Menominee Area Public Schools

TITLE: Multi-Age Individualized Program

CONTACT: Duane Langlois
Roosevelt Elementary
8th Avenue
Menominee, Michigan 49858
(906) 863-2512

DATA: Children ages 6 through 11 years.

DESCRIPTION: Objectives of the program: (1) To allow individual student to work at a level where he/she is assured of success and progress at an individual rate; (2) To offer each student as many options as possible for scheduling, teachers, interest groups, etc.; (3) To facilitate the interactions of students in a natural setting of different age groups so that students can learn responsibility, creativity, self-awareness, and the ability to think.

The curriculum provides for keying on individual interests and capabilities so that the student selects much of the learning experiences.

PLACE: Mount Clemens Community Schools

TITLE: U. S. Playground Map

CONTACT: Mrs. Burneil Spencer
Wilson School
58 S. Wilson Blvd.
Mt. Clemens, Michigan 48043
468-5371

DATA: All elementary students.

DESCRIPTION: Out of class discussions about ways to participate in the Bicentennial a decision was made to enlarge a U. S. map and paint it on the asphalt playground for the pupils to play on and learn the states.

After tracing a map from a classroom map and squaring it, that map was enlarged on the playground by squaring the asphalt with string and chalk doing only a fourth of the map at one time. The enlarged map is about 30 x 20 ft. It was painted with paint donated by parents. Oil base paints last longer on the asphalt but latex paints were easier for the pupils to handle.

When completed it was a popular place for youngsters to play games of their own creation. Plans for the spring include the adding of Alaska, Hawaii, and the bicentennial symbol. It was a project that each pupil could make a satisfying contribution.

PLACE: Northville Public Schools

TITLE: Integrated Day Approach

CONTACT: Nancy Fieldman
20477 Lexington Blvd.
Northville, Michigan 48167
349-6291

DATA: Elementary students. Length of operation: 4 years. Teacher made materials.

DESCRIPTION: Purpose: The purpose of the open, informal *Integrated Day Approach* is to recognize the individual differences of each child. Each child has his own unique pace, style and means of learning. The teacher endeavors to capitalize on the uniqueness in helping each child to develop his own program of learning according to his needs and interests within the cooperative framework of a total class situation.

Implement: The classroom is set up with a series of *learning centers* (such as math, creative arts, discussion and reading) in which each child, small group, or large group of children can work at his own pace and using his own unique style. The teacher is a guide, setting forth group and individual expectations for all the children. She meets with them individually, as a small group or as a large group as the need arises.

Evaluation: Ongoing teacher and child evaluation of goals achieved, growth in responsibility and self-motivation are continuous. Cross-age grouping of 3 grades is used as a tool to help achieve the goal of individuals progressing at their pace rather than keeping within a "grade level" framework. Reading, math, science, social studies and creative activities are prescribed for each child on an individual basis.

PLACE: Pellston Public Schools

TITLE: Flex Areas

CONTACT: Mr. Rex Johnson, Principal
Box 16
Pellston, Michigan 49769
539-8421

DATA: Elementary students. Practice has existed one (1) year. Materials — depends on activity area.

DESCRIPTION: The various reasons for a flex period revolve around one main purpose which is the fulfillment of the needs of each individualized child. Some objectives of the flex period are: (1) to give each child a chance for success by cultivating his abilities, (2) to give the children an opportunity to release their tensions and bound up energies, (3) to provide exploration curriculum and (4) to improve human relations by providing informal communications between pupil, other students, and adults.

The program may range from bowling to German, or from gardening to woodcraft. The flex period may be held once a week for an hour or even up to a half of a day each week. The time length depends on the type of flex and the school schedule. In an elementary school you may divide your flex areas into two programs, one for K-3 and 4-6, or else one for K-6. Again, this might depend on the type of flex being held.

The following are some suggestions to help you set up a flex program in your school: (A) Survey your community for its resources. Find out if 4-H Clubs, Senior Citizen Groups, Service Clubs and adults and teachers would be interested in participating in a flex program. (B) Survey the students to find their interest areas in addition to their normal school activities. (C) Make a list of the flex areas that will be available and distribute to each student. Each student should make three choices, in case one class is full, and then turn their sheet into the teacher or the person in charge of the activity. It is wise not to put the name of the adult teaching the flex or the room being used, so students can pick just an activity, not a person or place. The adults then can separate the forms under flex areas. (D) The principal should then give each adult a list of all flex activities and the students in each flex area, in case one student needs to be located quickly. The adults are also given the room assignments for each flex. (E) The easiest way to tell the students which flex they have been assigned is to gather all the students together in mass and have the adult read off his flex area and the students assigned to it and the room number.

After the flex session is completed the adults should pick out a completely new interest activity for the next session. This way the children will get a variety of activities and the adults do not get into a routine of doing a repeated activity.

The evaluation of the flex activity is a single questionnaire filled out by the students on completion of the activity. You want to ask questions such as: I like _____. I dislike _____. I would like to see the activity offered again. Yes ___ No ___. Comments on the teacher _____ General Comments _____

PLACE: Plymouth Community Schools

TITLE: Contracts and Contract Learning

CONTACT: Larry J. Miller
Central Elementary
660 Church St.
Plymouth, Michigan 48170
(313) 459-1300

DATA: Students at grades 1-5. Practice has existed 1¾ years. Teacher aide needed. Materials — Learning Lab or Media Center.

DESCRIPTION: Math contracts and behavior contracts have been compiled and agreed on between the teachers and student. This has occurred with our math program and the prescriptions that have been written by our Learning Specialists.

The program is strictly individual, prescriptive, and involves the use of a variety of materials and A-V equipment. A visitation in our Learning Lab would quickly reveal the process of learning.

PLACE: Plymouth Community Schools

TITLE: Citizens' Safety Committee

CONTACT: Mrs. Flossie Tonda
39846 John Drive
Plymouth, Michigan 48170
(313) 453-2534

DATA: All school children in Plymouth. Practice has existed 4 years. Materials — two-way radios, overpasses, traffic lights, crossing guard jackets, etc. Training program for guards.

DESCRIPTION: Plymouth is the only school district in Michigan with a Citizens' District-wide Safety Committee. It is composed of volunteer representatives from each Plymouth public, private or parochial school attendance area, representative from AAUW, a crossing guard representative, and two people from the school district's transportation department.

Once each month during the school year, the committee meets to exchange information about safety problems at each school and to agree on recommendations to the school board concerning remedies.

Past achievements have been an overpass at Fiegel School, reduction of speed limits near three other schools, a full-phased traffic lights, and uniform, highly visible identifying jackets for all crossing guards, flashing lights for guard's cars, and a well-developed and successful training program for guards. The committee's most outstanding accomplishment is the passage of a safety millage and its proposed implementation in the form of a Sheldon Road — Ann Arbor Trail overpass. The committee was also instrumental in obtaining two-way radios for all busses, sidewalks on school property, and equipment to prolong the life of present busses. The committee has established a close working relationship between local, county, and State officials who help support the passage of safety legislation.

PLACE: Pontiac City Schools

TITLE: Traveling Art Show

CONTACT: Virginia Fowler and Janice Joss
250 W. Pike
Pontiac, Michigan 48058

DATA: All students in Lebaron and Crofoot Schools. Practice has existed 1974-75.

DESCRIPTION: Lebaron had an art show. Crofoot School selected paintings to "borrow" for children and teachers in the school across town to enjoy.

The Lebaron children were rewarded by knowing that others would enjoy their work and the Crofoot teachers and children were motivated to try some new things in the art area.

The idea could be extended to include many schools and keep the art show moving throughout the school year. More children actually benefit from this type of cooperation than when a big show is presented annually at a local shopping center.

PLACE: Pontiac City Schools

TITLE: Career Exposure for Kindergarteners

CONTACT: Larry Beamer
250 W. Pike
Pontiac, Michigan 48058

DATA: Kindergarteners at Crofoot School. Practice has existed 3 years. Grandparent and parent volunteers.

DESCRIPTION: In an effort to help the students develop manual art skills and an understanding of the working world, Crofoot kindergarten teachers developed into their teaching units a role for parents and grandparents to come into the classroom and share their career experiences with the students.

The adults are scheduled on Friday of each week. They discuss and actually teach the skills to students. One carpenter has been involved with the students for three years.

PLACE: Pontiac City Schools

TITLE: English as a Second Language

CONTACT: John J. Moreau
Department of Community Education
101 E. Pike Street
Pontiac, Michigan 48058
(313) 857-8311

DATA: Persons whose main language is not English. Practice has existed over ten (10) years. One (1) teacher per fifteen (15) students. Materials vary on the needs of the group.

DESCRIPTION: This program serves students who wish to improve their ability to speak and understand the English language and to become better familiarized with that language. The majority of our students have some difficulties with pronounciation of certain sounds. This program serves students who have had limited background in the English Language.

Classes are held as small-group sessions in which students help each other in learning to speak and write the English language. The program is offered during the morning, afternoon, and evenings at no charge to our residents of the community. This activity is sponsored by the Department of Community Education and is staffed with teachers who relate effectively with foreign-born individuals.

Included in the program are exchanges between students of cultural ideas and items which are important to the understanding of each individual's heritage. For example, inter-cultural luncheons and dinners are provided; groups attend the various cultural activities in and around the Pontiac area; and have been active participants in their own ethnic, group-sponsored activities. For those students who possess less than a high school education upon completion of the ESL program, they may enroll in classes sponsored by the Department.

PLACE: Pontiac City Schools

TITLE: Individualization of basic reading and math skills

CONTACT: Richard Hendershott
640 W. Huron
Pontiac, Michigan 48053

DATA: Selected elementary students. Practice has existed one year. Teacher made materials. Parent awareness.

DESCRIPTION: In an effort to upgrade the skill achievement of individual students several teachers developed packets of materials relating to the development of basic reading and math skills. The program then individualizes the instruction for each student. The parent is invited into the school and trained in helping to assist in the skills teaching of their child. The packet may be taken home and returned when completed and a new packet is then taken. As a result of the program more parent-teacher contact has been observed in the school, the students are advancing faster in the skills program and attendance at conferences, and other school functions is better for the parents of these students.

PLACE: Port Huron Area Schools

TITLE: Academically Talented Itinerant Program

CONTACT: Dr. Timothy M. Catalina
2715 South Boulevard
Port Huron, Michigan 48060
(313) 984-2638

DATA: Selected students in grades 3, 4, and 5. Practice has existed 4 years. Three teachers. Total cost, $38,000. This includes salaries, travel, and materials.

DESCRIPTION: The Academically Talented Itinerant Program attempts to service youngsters who excel markedly in ability to think, reason, judge, invent or create. Students from economically depressed or culturally deprived areas of the district are included. The Torrance Test of Creative thinking is one of the screening instruments used. The goals of the program are: (a) to assist students in establishing interest-oriented projects for themselves; (b) to assist the students to clarify goals and manage time; (c) to provide the students with the skills and resources necessary to achieve their goals; (d) to work with the selected students in the home setting; (e) to provide the opportunity to work with other students of like ability in small groups; (f) to assist classroom teachers in individualizing instruction and to offer resources to the classroom teacher.

Evaluation of the program for 73-74 included administration of the Torrance Tests — verbal tests, forms A and B to randomly selected students in the program, pre and post design. Results show that the program was successful in increasing the verbal creative thinking ability of the students in the program.

PLACE: Romulus Community Schools

TITLE: Physical Fitness for Kindergarteners

CONTACT: Jeanette Amthor
36540 Grant Rd.
Romulus, Michigan 48108

DATA: Sixty 5 and 6 year old kindergarten children (2 classes). Practice has existed 2 years. Teacher aide. Materials — records, blocks, balance beam, mats, barrel crawl, giant rocker, large balls, hoppity hop ball etc.

DESCRIPTION: Besides the play included in the regular day, we have a large block of time on Friday for play. All toys are moved to the gym. During the year we see the individual growth in play of each child as they move from: solitary play, (the child plays independently) to associate play (a child may share some ideas and materials). Their activities are similar. For example one child washes dishes, another irons. Each plays according to his/her interest) and then to cooperative play (this is organized play which appears late in the kindergarten year. This stage plays in groups.)

Results shows mental, social and physical development. Children display leadership, confidence and happiness in being able to work and play together. They look forward to this time spent in the gym. (This does not do away with play in the regular schedule every day.) Parents are very interested in this program and help provide play equipment with their own outside activities.

PLACE: Romulus Community Schools

TITLE: Flexible Grouping in Kindergarten

CONTACT: Jeanette Amthor
36540 Grant Rd.
Romulus, Michigan 48174

DATA: Sixty 5 and 6 year old kindergarten children (two classes). Practice has existed 2 years.

DESCRIPTION: Each child after the first month of school is put in a group which best fits his mental, social and physical development. This allows the student time to master each skill and progress at his/her own growth. As soon as he/she has mastered the skill he/she moves on to another. This individualized instruction assures continuous progress to meet the need of each child.

Results shows that each child has a good self-concept and confidence. Parents are not comparing their child with another but accept the individual growth of their child. Children are happier and have a good attitude toward school and very anxious to attend. I have noticed better attendance over the period of two years.

PLACE: Romulus Community Schools

TITLE: Female and Male Awareness Groups

CONTACT: Patricia Brasch
36540 Grant Rd.
Romulus, Michigan 48174
(313) 941-0272

DATA: Sixth grade students. Practice has existed three (3) months. Counselor, Special Education Teacher or Regular Teacher.

DESCRIPTION: We are starting a Female and Male Awareness discussion group. Participants will be all sixth grade students who have parental permission. The goals of these groups are to: (1) to help students become more aware of themselves as individuals; (2) to help students become aware of the changing roles of the male and female in our society; (3) to help the students realize that many people share their concerns, interests, and problems; (4) to provide an opportunity for students to talk about how they feel.

Topics to be discussed will be chosen by students. These groups are for the students, and therefore, we plan on letting them decide what their concerns are. Possible topics that may come up are: (1) personal grooming; (2) responsibility; (3) getting along with others; (4) what can be expected next year in the junior high school; (5) sibling problems; (6) parental problems; (7) why do boys/girls act the way they do?

We will also make a few suggestions for some of the meetings — being aware of what it means to be a female, some responsibilities, some new possibilities for girls, etc.; the same would apply for the male.

Meeting days would be two (2) Wednesdays a month, from 2:40 to 3:10 p.m. Therefore, on a weekly basis, students would only miss 10 minutes of classroom time. We feel this can be an important and a good experience for the students and hope you will support our efforts.

PLACE: Romulus Community Schools

TITLE: Career Education Program

CONTACT: E. L. (Al) Sheffield,
Director of Career Education
Romulus Senior High
9650 S. Wayne Road
Romulus, Michigan 48174
(313) 941-2170 (Ext. 40)

DATA: Elementary students and teachers. Length of operation: two years.

DESCRIPTION: The purpose of career education in the Romulus school system is to provide the students with self-awareness, career awareness, decision-making and goal implementation. Two consultants from Eastern Michigan University are employed to in-service teachers in the techniques of introducing career education to their students. One hundred thirty-six teachers in participating elementary schools are released from class work one half day per month to attend workshops run by the consultants. In the workshops, teachers develop methods of planning and implementing career education in their classrooms. They also have the opportunity to evaluate the teaching units as they become tools in a classroom setting. The teacher evaluates its success, making any modifications that may be necessary to make it a more effective means of education. The unit then becomes a resource that other teachers may choose to make a part of their classroom activities.

Students have found that career education is fun. They participate in career-related activities, using many different tools and materials. They are involved in field trips in the community and respond positively to resource people who present their occupations to the classes. By exploring the various careers available to them, they develop a better understanding of themselves, as well as a better understanding of themselves in relation to the rest of society.

PLACE: Saint Joseph Public Schools

TITLE: Individualized Math and Reading Correlated with Learning Stations

CONTACT: Mrs. Rankin Tippins
1028 Carley Lane
St. Joseph, Michigan 49085
(616) 983-2258

DATA: First and second grade (could be used at any grade level). Practice has existed five years. A volunteer mother

each day. Materials — no special equipment (plenty of cardboard, paint, glue) for making centers.

DESCRIPTION: My entire program centers around a tri colored wheel. The room is divided into thirds. The wheel represents 1/3 of the students at Individualized Math, 1/3 at Individualized Reading and 1/3 at some specific project such as skills, art, writing, spelling, etc. These specific areas are taught in the way of Learning Stations. I have 25 new stations every three weeks. I outline my basic series of text for each subject area and make the stations to cover those important concepts. The stations are a mixture of fun and academic tasks. A child rotates (by way of the wheel) from Learning Stations, to Individualized Math and then to Individualized Reading. Since we use a basic text I have cards for each book with the new vocabulary and comprehension on each story. When the child can do the vocabulary, comprehension, and read the story orally then he may go on to another lesson. This allows students to progress as rapidly and as far as they are able. It gives the slow student time to progress at his own rate. It definitely gives the child a good self concept and confidence and adds excitement to his school day. The thing I like most is that it gives me time to spend with each individual child. Each day a mother, (who is not a paid person) helps children with stations while I have the reading and math.

PLACE: Southfield Public Schools

TITLE: It's a Cinch! An Eclectic Approach to Learning, copyright 1974, Southfield Public Schools

CONTACT: Richard N. Cadarette
18330 George Washington
Southfield, Michigan 48075
(313) 354-8360

DATA: Primary and special education students. Practice has existed 1 year. Materials — supplementary prepared instructional materials in above publication.

DESCRIPTION: "It's A Cinch! An Eclectic Approach to Learning," (copyright 1974, Southfield Public Schools), is a program of instructional materials for children with minimal learning deficits in primary and special education classrooms. These materials were written because of the significant numbers of children who demonstrate learning deficits in the visual and auditory modalities as well as in the area of basic language development. Because of the specialized nature of materials for children with minimal learning deficits, the prohibitive costs in purchasing them through commercial channels, and, in some instances, lack of availability of certain types of materials, the writing of the program was initiated in Summer 1974.

Implementation of the program was done in five separate in-service workshops. Teachers in training were grouped according to their teaching assignment. Clinician staff from the Reading Center then described the program, the effective implementation and the practical application of the materials for classroom use.

Teachers using the materials have been apprised that determining the appropriate skills is easily accomplished as at the beginning of each skill section there is a list of characteristic learning behaviors students may demonstrate if they have insufficient development in the skill area. The assumption then follows that easy provision for instruction can be made using the prepared materials provided in that section of the book. Materials are easily reproduced using thermo method allowing retention of the original copy for replacement back into the book.

To date the materials are being used in every school building in Southfield. Evaluations are in the process of preparation. On record at this time with regard to teacher evaluations are those submitted at the conclusion of the in-service. Results attest to the ever present need for materials for children with minimal learning deficits such as "It's A Cinch".

PLACE: South Lake Public Schools

TITLE: Study Buddy (Cross-Age Tutoring)

CONTACT: Lois McKay
South Lake Schools
23700 Mack Avenue
St. Clair Shores, Michigan 48083
(313) 776-6400 (Ext. 34)

DATA: Fifth Level Students tutor K-3 students. Practice has existed 1 year. One person to train tutors and to coordinate program. (In this project, Reading Clinician serves as Coordinator.) Materials already available supplemented by teacher-made and clinician-made materials.

DESCRIPTION: Program was first discussed with building principal, staff and coordinator. Tutors were trained by coordinator in sessions dwelling on procedure with an emphasis on affective behavior of both tutors and tutees.

Tutors follow a highly structured lesson plan to teach one specific skill. All tutoring sessions are carefully logged by tutors.

Many periodic group and individual conferences are held between coordinator and tutors so that methods and materials may be altered as the need arises. Continued emphasis is placed on affective behavior.

PLACE: Warren Consolidated Schools

TITLE: Swimming for the Handicapped

CONTACT: Robert W. James and Joseph G. Graber
12100 Masonic
Warren, Michigan 48093
(313) 268-8100

DATA: Handicapped elementary students. Practice has existed 7 years. Two high school physical education teachers and high school students. Materials — fins, masks, life jackets and snorkels.

DESCRIPTION: Warren Consolidated has a swimming program for handicapped children. This includes visually handicapped, acoustically handicapped, mentally handicapped, aphasic, trainable and cerebral palsy students. High school students donate their pool time to work with a one on one basis with handicapped children. Students progress through three levels by completing task sheets. Upon completion, an award is presented to the student. The children's squeals of delight and facial expressions reflect the best evaluation possible.

PLACE: Warren Consolidated Schools

TITLE: Parent Tutoring Program

CONTACT: Owen Kelly
Robert Frost Elementary School
Warren Consolidated Schools
Warren, Michigan 48093

DATA: Elementary students more than two years behind in perceptual skills. Practice has existed 3 years. One coordinator. Materials — remedial materials. Volunteer parents.

DESCRIPTION: The purpose of the program is to provide one-to-one help for those students who are several years behind in math, reading, or perceptual skills.

Each selected student is tutored by a volunteer parent at least twice a week for a one-half hour period. The students are selected by a coordinator going around to all the classroom teachers and requesting nominations. At the same time information on each student is collected and lesson plans are drawn. The coordinator also keeps achievement records for each student in the program.

88% of the classroom teachers with children in the program felt that their students' motivation to learn, self-image, and academic skills were improved.

Costs have been negligible beyond an initial PTA donation for materials.

The present program is being coordinated by an advising teacher and would be greatly improved by hiring a full-time coordinator/director.

PLACE: Warren Consolidated Schools

TITLE: Multi-Level Class for High Achievers

CONTACT: H. Robert Cracknell
c/o Rockwell School
12225 Masonic
Warren, Michigan 48093
(313) 264-0680

DATA: High achievers, ages 9 to 12. Practice has existed two years.

DESCRIPTION: The program is a multi-leveled, multi-graded group of high achievers ranging in age from 9 to 12 years old.

Individualized and small group instruction is employed. The Language Arts are handled ungraded with skill groups provided for necessary learning. Math and reading are geared to ability with children encouraged to tutor others when the teacher is involved with other students. Science is an entire group effort giving students a chance to work with those of other age levels as both teacher and student. Subject disciplines are interrelated wherever possible. Students schedule their day in terms of tasks they will accomplish.

The purpose of this program, besides the obvious reason of trying to provide for students individual needs, is to allow children the opportunity to organize themselves, think critically, become responsible for their own actions, develop a rapport and concern for their peers, and have some choice in the planning and implementation of their program.

PLACE: Warren Consolidated Schools

TITLE: Learning Development Program for Elementary Students with Learning Disabilities

CONTACT: Sue Potter Moore
29900 Lorraine Blvd.
Warren, Michigan 48093
(313) 751-1100 (Ext. 206)

DATA: Clients of Fuhrmann Junior High School who are medically certified as learning disability students. In operation four-five years. Certified Special Education — LD teachers needed.

DESCRIPTION: A Resource Room is established and serves 10 (full-time equivalent) students who are integrated into the regular classroom programs whenever possible.

The students are those with learning disabilities (as specified under mandatory), having chronological age from 6 to 12, who have given evidence of academic retardation (vision and hearing not a primary problem), and who usually show some combination of the following behavior characteristics inconsistent with the child's age, such as: specific learning deficits, perceptual motor deficits, general coordination deficits, hyperkinesis, impulsivity, emotional liability, distractability, "equivocal" neurological signs and/or borderline abnormal or abnormal EEG. Students are identified and referred upon recommendation of the building principal (after the consultation with the parents) and a thorough evaluation by the reading specialist, the school social worker, speech therapist, and a discussion by the L. D. Educational Planning Committee.

Working in cooperation and consultation with the regular classroom teacher, each L.D. Resource teacher works with each student in the area(s) of greatest academic deficiency. When the L.D. Teacher thinks that the client has made sufficient progress to warrant return to the classroom the internal screening committee again reviews the case after considerable testing has been done. (Checklists and other forms that are used are available.)

PLACE: Warren Consolidated Schools

TITLE: Community Involvement Day

CONTACT: Cathie Mancina
Green Acres Elementary School
4655 Holmes
Warren, Michigan 48092
(313) 264-2509

DATA: Student body. Practice has existed 2 years. Resource people from the community. Materials for crafts such as blank film, wood for carpentry, cloth remnants, paints, etc.

DESCRIPTION: The purpose of our annual Community Involvement Day is to enrich the students' curriculum by offering them wide and varied opportunities to meet their interests and to expand them. We involve them with activities that are part of their outlying community and environment.

The children are encouraged to be independent. They make their own schedules from the activities available for the day and follow it through on their own.

Resource people are contacted throughout the nearby communities to help develop the enriching curriculum for this special day. The resource persons offer their talents, interests and areas of trained experience through their own planned and directed learning activities for the students.

We have had a tremendous response from parents, business and teachers (within and outside of the system).

We feel this day is valuable because it is child centered, filled with realistic experiences from their own environment — a means to develop independence and designed to make a child feel good about him/herself.

Feedback from students about this special day last year showed they benefited from it.

Following is a partial list of last year's participants: Mayor Bates of Warren; U.S. Coast Guard Helicopter and crew; Fire Department; Police — Bike Safety; Farmer Webster — farm animals; U.S. Post Office; Parents instructing in: crewel embroidery, carpentry, knitting, ceramics, jewelry making; U.S. Steel; Flower arranging — Jim's Florist; Cake Decorating — Lynn's Pantry; Trampoline instruction; Model Rocketry; Modern and acrobatic dance; Photography; Ethnic demonstrations; Square dancing; T-shirt tie-dying; Tennis instruction; Stage crafts — make-up; Nursing procedures.

PLACE: Warren Consolidated Schools

TITLE: Outdoor Camping

CONTACT: Ilene Melford
7295 Prairie
Detroit, Michigan 48210
(313) 894-4664

DATA: First and second graders. Practice has existed two years. Naturalist needed.

DESCRIPTION: This type of field trip was started last year when Miss Sharon Jacobsen and I took our first graders camping. The outing was such a success that we decided to do it again. This year on May 22, 1975, we will be taking a group of first and second graders to Camp Rotary in Washington, Michigan. We will be there for two days and one night. The highlight of the trip will be the visit of a Naturalist from the Sun Ponds Nature Center. The Naturalist will spend the entire afternoon with the children teaching them various lessons. Following the presentation, the children are taken on a nature hike to make further discoveries about pond life, wildlife, and other things of nature. In the evening, after dinner, the children make ecology boxes using the various objects found during the nature hike.

The next day, the District's Science Director, Mr. Jim Scarpace, will visit the children to further discuss their findings.

PLACE: Warren Consolidated Schools

TITLE: Basic Skills Student Tutorial Program For Language Arts

CONTACT: Diane Okun, Fern Cohen, B. Allman, (teachers)
Ann Cassin, Principal
Thorpe School
36095 English
Sterling Heights, Michigan 48077
(313) 939-9210

DATA: Grade 1-6 Thorpe Elementary students. Practice has existed two years. One classroom teacher as co-ordinator. Materials available in media and teacher-made materials.

DESCRIPTION: Cross-Age Tutoring Program — Our primary goal in establishing cross-age tutoring was to: strengthen basic language skills in both tutor and tutee in a one to one relationship through available Multi-Media and Teacher-Made Activities.

In the process we hoped that youngsters would strengthen their oral language, listening, word recognition, vocabulary, spelling and comprehension skills through interaction with materials and each other.

This program has allowed our students to participate in an individualized, non-competitive learning experience.

Tutees in our program are lower elementary students representative of the total spectrum of needs and abilities. The tutors are upper elementary students of like variety.

The program is set up on a twice a week basis in half hour tutoring periods. The lesson is structured by the classroom teacher who chooses the daily activities. The tutor prepares the activity and carries out the lesson and completes an evaluation form for the tutee's teacher.

Although a specific evaluation of the program has not been made, some general observations are: (1) the program seems to have enhanced the self-concept of both tutors and tutees, (2) communication skills have been strengthened through the necessity to read and interpret directions; (3) a better rapport between upper and lower elementary students is apparent; (4) the students have developed their ability to use time more effectively through scheduling their classroom work to allow time for tutoring.

PLACE: Warren Consolidated Schools

TITLE: Young Authors Conference

CONTACT: Mrs. Kathy Lavolette
Pearl Lean School
2825 Girard
Warren, Michigan 48092
(313) 751-3920

DATA: Several thousand elementary pupils in W.C.S. Practice has existed 3 years. Materials for creative learning centers. Well organized chairperson to co-ordinate, sub committee members, teacher representatives in buildings participating.

DESCRIPTION: The basic goal of our young authors program is to instill a desire in our elementary school children to become authors. Our young authors conference provides the motivation which stimulates each child to write. Considerable preparation takes place in each building previous to the conference day. Classroom teachers motivate the children and provide a background from which each child will draw an understanding of the skills needed to become an author. The children create their own stories and share them with each other. The winners are chosen by their peers at each grade level. Children vote for the stories they like most, rather than for the author.

Twelve outstanding authors from each school participate in the conference. This conference is a day long event based on enhancing each child's creative skills. The day includes a morning get together, writing activity centers, author's book sharing and culminating group activity.

Our activity centers ranged from pudding painting, to Japanese haiku from kite-making, to wire sculptures; from creative dramatics and movements to song writing.

Resource people were responsible for creating exciting activities which the children could take back to their individual schools.

PLACE: Warren Consolidated

TITLE: I Can — Physical Education For Elementary Impaired

CONTACT: Robert W. James and Joseph G. Graber
12100 Masonic
Warren, Michigan 48093
(313) 268-8100

DATA: Practice has existed 8 years. Special education teachers and elementary physical education teachers. Materials — same as for regular physical education classes.

DESCRIPTION: No child should be excluded from physical education classes because of a physical, emotional or social handicap. Handicapped children need not be, and must not be, spectators instead of participants, regardless of their disability. Therefore, we have included all of our visually handicapped, acoustically handicapped, mentally handicapped, aphasic, trainable and cerebral palsy students in physical education classes beginning with the pre-school level.

The aims and objectives of the physical education program for the handicapped are basically the same as the regular program. In the physical education classes, the handicapped children should play the same games as their peers with modified areas to fit the individual. We believe that a well planned program should help each child to realize his physical, social, mental and emotional potential. These students participate in modified physical fitness testing and other skill tests just as the regular student. This is how we determine our various evaluation methods for the program.

PLACE: Wayne-Westland Community Schools

TITLE: Accountability-Based Instructional Management Systems

CONTACT: Dr. James Jennings
P.D. Graham Elementary School
Westland, Michigan 48185
(313) 721-1680

DATA: Nine hundred elementary students ages 5-11 years. Practice has existed 5 years. Learning Consultant, Media Specialist. Materials — criterion-referenced management systems: Harper Row Comprehension, Wisconsin Reading Design, Graham Design Mathematics.

DESCRIPTION: P.D. Graham Elementary is a forerunner in the development and implementation of accountability-based instructional management systems. Programs are being developed in a manner that is consistent with current knowledge about learning processes, sound educational practices and the belief that a school can be accountable to students and parents when responsibility and expectations are clearly defined.

The six-step accountability process has been well received and successful to date at Graham. The total staff has made a commitment to this project and to the continuing use of the process. They see it as a means to aid them in making rational educational decisions, in developing improved programs, and improving student learning. They perceive accountability not as "assessment testing" but as a teacher input approach which can be used to lead to more specific planning of educational services.

Instructional processes represent the heart of the Graham systems. These processes provide each student with appropriate learning programs built on a continuous cycle of finding out where each student is and how he got there (assessment), deciding what he needs to learn next (specifying objectives), selecting the ways for him to obtain those objectives (diversified learning opportunities), and making sure that he has met them (re-assessment).

The instructional management systems include Wisconsin Design Word Attack, Graham Design for math development and Harper Row for comprehension. Each management system includes the six major components which are: skills and objectives, pre and post tests, pupil profile cards, group matrix, resource files, and reporting to parents.

PLACE: Wayne-Westland Community Schools

TITLE: Systems Analysis and Computerized Records Management System

CONTACT: Francis E. Winter, Principal
Monroe Elementary School — W.W.C.S.D.
5021 Biddle St.
Wayne, Michigan 48184
(313) 721-8911

DATA: Students. Practice has existed one year. Learning Consultant. Materials — Manual Operation — None, Automation — Computer Center and School Terminal.

DESCRIPTION: During the 1973-74 school year the Monroe School staff developed a Records Management System for the cognitive skill areas of Mathematics and Language Arts. This system is recognized as one of the most comprehensive developed for elementary schools because it encompasses not only Mathematics, but a total Language Arts program. It has completely individualized all learning, regardless of the styles of teaching and the organizational patterns for learning used by teachers. In addition, the system has dramatically decreased the teachers record keeping burden, while encouraging individualized instruction within the objectified curriculum.

The Monroe School system was selected from five other schools having management systems as a model for piloting by the Environmental Research Institute of the University of Michigan. Beginning in the fall of 1975 the Monroe Management System will be totally computerized. The new automated system will produce a greater sophistication of individualization and record keeping. The pilot project will produce: (1) a student file of mastry-non mastery of objectives; (2) a daily class list which indicates the students' current program; (3) a pupil grouping for each daily class; (4) identify students spending exceptionally long time on individual objectives; (5) a pupil history report every six weeks and (6) a Parent/Pupil Report every six weeks by pupil.

PLACE: Wayne-Westland Community Schools

TITLE: Cross Age Tutoring

CONTACT: Sharon Kerkes
Jefferson Elementary
32150 Dorsey
Westland, Michigan 48185
(313) 721-6035

DATA: Older children (grades 4-6) with younger children (grades K-2). Practice has existed 1 year. Coordinator for the program.

DESCRIPTION: The purpose of the tutoring program at Jefferson School is diverse. While it will assist the classroom teacher by providing some needed one-to-one instruction to aid individualization, also, it does a tremendous job of challenging youngsters creativity, providing experience in getting along with others, giving insight into teacher feelings, getting practice in problem solving, learning about individual differences, and accepting responsibility. All tutors were involved in an intensive training program before tutoring began. The sessions dealt with understanding learning problems and associated feelings, interviewing a teacher re: learning problems, talking about why school work is important, how olders and youngers relate, interviewing a younger child to determine how he will do in school, his attitude toward himself, other children, adults, school, etc. When tutoring began, the tutors were matched with a younger child that it was thought he would be compatible with. The tutor is responsible for his own planning (although assistance is always available) and keeps a log of his interactions with his younger. Seminars are held once a week to talk over problems, ideas and make games to be used with the youngers.

A self-concept/attitude evaluation was given to the tutors at the beginning of the session and will be administered again at the end to determine growth. Evaluations are also to be filled out at the end of the year by teachers, tutors, tutees and parents to determine the success of the program.

PLACE: Wayne-Westland Community Schools

TITLE: Pupil-Tutoring Pupils — Learning Station Concept

CONTACT: Jose' A. Muller, Principal
34505 Hunter
Westland, Michigan 48185
(313) 722-9320

DATA: Forty-five fifth and sixth grade students assisting 150 first, second, third and fourth grade students. Practice has existed 3 years. Learning Consultant. Gaming materials.

DESCRIPTION: The Learning Station Concept of the PTP (Pupils Tutoring Pupils Program) was designed to provide for greater individualization in the primary grade curriculum. Four

days a week for a one-half hour period, trained tutors go into primary classrooms. Each classroom has six to eight learning stations set up. The tutors work on a specific skill for fifteen minutes with a group of 3-5 youngsters. The materials are furnished by the Learning Consultant, the Learning Center or the classroom teacher. The tutors are trained by the consultant one-half hour period each week. During this time the tutee evaluations and the tutor evaluations are shared and suggestions for improvement are made.

By the end of a class week, all primary youngsters have worked in each station on a given skill.

Evaluation of the program is continuous by the teachers, consultant, tutors and tutees.

PLACE: Wayne-Westland Community Schools

TITLE: I.G.E. Continuous Progress: Multi-Unit School

CONTACT: Dr. James Jennings
P.D. Graham
1255 S. John Hix
Westland, Michigan 48185
(313) 721-1680

DATA: Nine hundred elementary students ages 5-11 years. Practice has existed 5 years. Learning Consultant, Media Specialist. Wide variety of materials and equipment. Support staff: student teachers, paid paraprofessionals, voluntary aides.

DESCRIPTION: P.D. Graham Elementary is an I.G.E. school (Individually Guided Education) where each staff member is personally committed to developing personalized learning programs which emphasize continuous academic achievement in a humanistic setting. The school has been acclaimed nationally as being in the top 2 percent of schools that really deliver individualized instruction to pupils.

The Graham experience represents a genuine blending of the best features of team teaching, non-grading, I.G.E., continuous progress, multi-age grouping, differentiated staffing, and a child-centered environment, into a comprehensive and integrated whole. Graham's design and approaches are unique in their attempt to develop and manage the instructional program. Staff decisions have been guided by the educational philosophies of Dr. John Goodlad and Dr. William Glasser. The staff believes that success promotes more success; that well-defined responsibility within the limits of readiness of the learner promotes self reliance and a cooperative spirit; that differences provide richness; that many alternatives must be available for the student's learning plan in staffing, time and materials; and that teachers are and should be responsible for making decisions regarding curriculum. The staff manages this philosophy through the I.G.E. (Individually Guided Education — Multi-Unit School — Kettering Foundation) process. In its proper prospective, I.G.E. is a management process that leads to better curriculum development and instructional implementation.

PLACE: Wayne-Westland Community School District

TITLE: Tinkham Management System

CONTACT: Bill Taylor
Tinkham School
450 S. Venoy Road
Westland, Michigan 48185
(313) 729-2050

DATA: Five hundred eighty-one students. Practice has existed 2 years.

DESCRIPTION: Every student in grades K-6 is on an individual program which is tracked by utilization of a "matrix" card. Starting in grade 2 we also track every student in English skills.

The purpose is to develop and maintain a sequence of mastery of skills at specific grade levels. There is also an obvious advantage of determining student success in the mastery of skills and assists the individual teacher in planning the teaching day.

The Management System is used in conjunction with regular text materials. Evaluative data is obtained by utilizing pre and post testing of the Metropolitan Achievement test, Houghton-Mifflin Reading Tests, Mastery Skill tests and in some cases teacher observation.

PLACE: Wayne-Westland Community Schools

TITLE: Perceptual Development Program

CONTACT: Jose' A. Muller, Principal
34505 Hunter
Westland, Michigan 48185
(313) 722-9320

DATA: Those students whose visual-motor integration age is a year or more below their chronological age or a total of 40 youngsters. Practice has existed 2 years. Learning Consultant, Art Teacher, Physical Education Teacher, Music Teacher (all may be involved but not necessary). Materials — paints, crayons, scissors, paper, paste, games, templates.

DESCRIPTION: The purpose of the program is to assist children who are having perceptual difficulties. It is felt through additional work in the areas of cutting, pasting, tracing, drawing, and much visual training these children would have greater success in their regular classroom work as well as in the area of Art.

The program pre-tests those children who are informally selected by the classroom teacher through observations such as having difficulties in cutting, coloring, and writing. Only those whose visual motor integration age is one or more years below their chronological age are accepted into the program.

Classes are held for a one-half hour period once a week. A variety of different mediums are used including crayons, yarn, paint, chocolate pudding, paper and pencil, paper cutting, patterning of shapes, and beads.

The students are post-tested and progress is plotted. Last year's growth varied from a normal growth of seven months progress for seven months of instruction to three-and-a-half years of progress in seven months of instruction. In addition, teachers have observed improved writing and more confidence being exhibited by the child in small-motor tasks.

PLACE: Wayne-Westland Community Schools

TITLE: Special Subject Program for Sixth Grades

CONTACT: Eleanor Petty
1225 S. Wildwood
Westland, Michigan 48185
(313) 722-5150

DATA: Sixth grade students. Practice has existed 4 years. Existing vocal music, art and physical education teachers. Some specialized art media and additional music materials.

DESCRIPTION: Each special area (art, music and p.e.) offers six to eight different courses for the school year. Each course meets three forty-minute periods per week for a period of four weeks. While attending a course in one special area, the student does not receive instruction in the other two special areas. This program necessitates having the three special teachers scheduled at the school at the same times as well as having space available at those times. These programs allow students to elect courses based on their preferences and talents. More in-depth study takes place in these areas of the curriculum through this scheduling as compared to the traditional scheduling in the elementary school where each class meets once per week throughout the year.

PLACE: Wayne-Westland Community Schools

TITLE: Gifted Program

CONTACT: Jose' A. Muller
34505 Hunter
Westland, Michigan 48185
(313) 722-9320

DATA: Students with IQ's of 130 and above. Practice has existed two and one-half years. Two teachers, one teacher's aide.

DESCRIPTION: The purpose of the gifted program is to allow students with high I.Q.'s to explore, at their individual rates, subject areas which interest them. It also provides a forum for these students to have discussions with other students who have similar ideas and pursuits at their own intellectual level.

To implement this program it was necessary to generate a list of students to be involved. Teachers were asked to submit a list of students which met the criteria. The criteria being students with I.Q.'s of 130 and above, reading 3 grade levels above current grade level, and math 3 grade levels above current grade level on a standardized test.

The teachers work as guides and advisors to these students in the electing of projects. During the program the teachers try to maintain a low profile with the students doing most of the planning.

At conclusion of each session of the program a parents' meeting is conducted to help review the session and to receive feedback. An evaluation sheet is filled out on each student, reviewing his project or projects, his progress in the program on the whole, and what the classroom teacher can do to help this student.

PLACE: Wayne-Westland Community Schools

TITLE: Team-Taught Multiaged Classrooms

CONTACT: Dr. James Jennings
P.D. Graham
1255 S. John Hix
Westland, Michigan 48185
(313) 721-1680

DATA: Nine hundred elementary students ages 5-11 years. Practice has existed 5 years.

DESCRIPTION: P.D. Graham Elementary opened in the fall of 1970 as a multi-unit school that is non-graded and team taught. Multiaged learning centers are family grouped, with students continuously sub-grouped according to their level of instruction, social maturity and interest. Primary units include 5, 6, 7, and 8 year olds. Intermediate units include 9, 10, and 11 year olds. Children are randomly assigned to units based on a mix (or difference) in age, sex, background, race, ability, achievement and interest (completely heterogeneously grouped). Older and younger children work together in an instructional setting. In their multiaged classrooms the children work at their own pace. No one has to wait a year to learn what he is anxious to learn now. Many of the younger children stretch much farther because of being in the room with older children. The older students become leaders for the younger. This grouping helps to break the lockstep of the graded organization. Students work in large groups, small groups, pair situations, and as individuals to provide optional learning modes.

Each unit is team taught. Teams of teachers are selected on a basis of compatibility, experience, academic training and interest areas. The staff is organized by differentiated roles and functions. Two or three teachers, working in a team, are given the full responsibility of working together for the instruction of a group of students. Teaming allows for planning, constant collaboration, close unity, and unrestrained communication. In teams there is an increased degree of flexibility for teacher responsibility, grouping practices, and a spirit of freedom and opportunity to revamp the program to meet the educational needs of children. Each member of the team contributes according to his strength in instruction ideas, and materials.

The school has been specifically designed by teachers and administrators to include large learning centers which facilitate flexible instructional programs and team teaching.

LOCALLY IDENTIFIED PROMISING EDUCATIONAL PRACTICES IN MIDDLE SCHOOL EDUCATION

PLACE: Bronson Community Schools

TITLE: Reading Clinic

CONTACT: Robert H. Beauchamp or Mrs. Doris Kehoe
Middle School
501 E. Chicago St.
Bronson, Michigan 49028
(517) 369-6335

DATA: Sixth, seventh, eighth grade reading clinics. Length of operation: 2 years. Language Art Teacher and Resource Teacher (Type A). Materials — remedial materials — tapes — recorders — records — charts — teacher-made materials — visuals — games (reading-sound).

DESCRIPTION: The reason for the clinics was a need to help the disabled reader who had been referred by the elementary remedial-reading teacher or the regular teachers. Also it helps socialize the Type A student as well as the regular disabled-reader student. The ideal situation would be more classes to meet more student needs without outside financial aide.

The two classes meet once per day for 49 minutes each. Each teacher has one class made up of 6th and lower 7th grade; the other class is higher 7th graders and eighth graders. The classes are limited to 15 students each. The Resource room teacher has an aide which is very helpful, but not absolutely necessary.

Group work and individual work is used. Oral and written evaluations are given periodically. Individual work sheets are given out weekly. A point system is used as an incentive to work and earn a 'grade.' 1-4 points daily, maximum of 20 per week which is an 'A' grade. There is minimal discipline problems in the classes. The McGinite Reading Tests and the Wide Range Achievement Tests have been used.

Students have gained from 4 months growth to one year in the two years. The real gain has been an increased interest in working and reading. They have learned that reading can be fun.

Costs have been minimal because equipment was already available in the building. Of course we have added some due to the special classes, but other students can use the material and equipment.

These classes have been one answer to help students in reading.

PLACE: Dearborn Public Schools

TITLE: Value Education

CONTACT: Dr. Franklin D. Ronan
4824 Lois Ave.
Dearborn, Michigan 48126
(313) 582-0441 (Ext. 225)

DATA: Grades 4-5-6 and junior high students. Length of operation: three years. All interested teachers. Materials — workshops on Value Clarification Techniques.

DESCRIPTION: At the elementary level 6 of the 23 elementary schools became involved in workshops on value education. Personnel from Oakland University served as resource people. A local committee of elementary teachers developed a comprehensive handbook entitled "Value Education through Subject Matter." This committee of teachers are giving of their time and energies to orient other individual staffs at the elementary level on the techniques of value education and how best to use the new handbook. At the junior high level, two teachers have been employed to establish a peer group interaction model patterned after the work of Dr. Arthur Jalkenan from Oakland Community College. Workshops will be held to help teachers use value clarification techniques in various subject matter areas.

PLACE: Flint Community Schools

TITLE: Career Labs

CONTACT: Dennis Wadell
Staff Assistant for Vocational Counseling
Burroughs House
923 S. Avon
Flint, Michigan 48503

DESCRIPTION: Career materials presented in a lab setting for use by junior high school students either in a career education class and/or as a unit in a particular curriculum area. Leads to the development of a career plan for each student.

Career labs are available in each junior high school for use by students in the exploration of career areas. Possible settings include career education classes and units of study in a particular curriculum area.

Career education classes incorporate pre and post interest tests and the use of an eleven unit kit. Community resource people, field trips, and films provide further experience for students in order to make them aware of the many career alternatives available to them. Students create their own career plan which is placed on file in the counselor's office and referred to and updated throughout the junior high school years.

PLACE: Garden City Public Schools

TITLE: Junior High School English Additive Elective Program

CONTACT: Geraldine Kiessel
Garden City Public Schools
1333 Radcliff
Garden City, Michigan 48135
(313) 425-4900

DATA: Eighth-ninth grade junior high students. Length of operation: 1971 to present. English certified secondary teachers.

DESCRIPTION: Garden City's English Additive Elective Program provides junior high 8th and 9th graders an opportunity to sample in depth three areas of language arts: Speaking (spoken media), Writing (Creative Writing and News Media), and Literature (Individualized Reading of Literature). These semester based courses for 8-9 combined classes are highly individualized and all except News Media may be repeated once. A student must elect these four courses in *addition* to regular English. The courses have been evaluated and have proven highly successful. There has been little or no failure by students in these classes.

PLACE: Godwin Heights Public Schools

TITLE: Video Reading Program

CONTACT: Mr. Charles Arnone
50 — 35th Street, S.W.
Wyoming, Michigan 49508
(616) 245-0461 (Ext. 134)

DATA: Students who read at a 7th grade level or better and desire to improve speed and comprehension. First year practice has existed. English teacher trained at a one day workshop on how to operate video-tape machine and also understand concept of the program. Materials — video tape machine — 36 reading tape lessons.

DESCRIPTION: The intent of the program is to improve reading proficiency for any student having the innate ability to do so. Through a series of tapes and use of a video machine, motivation can be generated. This program is on an elective basis and being taught in a group session. (25 students per period) There is no special college training involved for the teachers. Speed and comprehension are the end results.

PLACE: Grand Rapids Public Schools

TITLE: Environmental Education Program

CONTACT: Raymond Boozer, Director of Elementary Schools
143 Bostwick, N.E.
Grand Rapids, Michigan 49502
(616) 456-4786

DATA: Talented and interested 6th grade boys and girls. Practice has existed 2 years.

DESCRIPTION: Blandford Nature Center (belonging to the City of Grand Rapids) and Frost Elementary School (one of the Grand Rapids Public elementary schools) are on adjacent sites located in the northwest corner of our city. The size of the two sites exceeds 100 acres. John Ball Park Zoo is one of the outstanding animal-nature areas in the midwest. The educational opportunities for boys and girls at this site are unlimited. The expertise of the Blandford and John Ball staffs and their interest in serving our boys and girls in supplementing our regular program has been excellent and was well received during the first year of the program's operation.

The program suggested here for selected sixth year boys and girls has the following components: (1) the home or base schools for the boys and girls is Frost Elementary School and John Ball Park Zoo; (2) the boys and girls selected for the program represents a cross section of our elementary schools — the requirement would be a high interest in outdoor environmental education, a high achievement level in the cognitive fields (reading, math, science, social studies), and parent interest and approval; (3) the total sixth year program for these selected boys and girls evolves around the theme of environmental education — using the facilities and grounds of the Blandford-Frost and John Ball Park sites as outdoor laboratories. The total arithmetic, reading, social studies, and science experiences of the boys and girls evolves around the learning lab-on-site experiences; (4) the program is administered and staffed (one regular teacher) by the Grand Rapids Public Schools utilizing extensively the Blandford and John Ball staffs, college students, and parent and community volunteers; (5) at the conclusion of the year's experience, boys and girls return to their regular assigned junior-middle school for their seventh grade experience.

PLACE: Grass Lake Community Schools

TITLE: Sixth Grade Outdoor Learning Experience Program

CONTACT: Mrs. Warbritton, Mrs. Hemming, Mr. Dwyer
899 S. Union St.
Grass Lake, Michigan 49240
(517) 522-8080

DATA: Eighty to 100 sixth grade students. Length of operation: 5 school days during Spring semester. Three teachers, 2 teacher aides, 2 substitute teachers, 2 counselors, 1 nurse, cook, resource people from community. Materials — athletic, archery, audio-visual, school supplies, camping equipment, first-aid equipment, food.

DESCRIPTION: The program takes place during the school year. Its goal is to provide varied learning experiences in an outdoor environment that could not be adequately presented in the classroom setting. The activities include the following educational areas: ornithology, astronomy, botany, ecology, forestry, geology, archery, photography, Indian culture, spelunking, physical education, arts and crafts etc. The children also are exposed to responsibilities associated with community living.

The necessary funds for the complete program are raised by the sixth grade students through activities such as: donut sale, car wash, bake sale, etc. Students have earned up to $1400 with the above mentioned projects.

PLACE: Grosse Pointe Public Schools

TITLE: Advancement in Spelling Skill through Individualized Study & Teaching

CONTACT: Mr. Roger McCaig
389 St. Clair
Grosse Pointe, Michigan 48230
(313) 885-2000

DATA: Fifth or sixth graders in one experimental classroom in each of ten elementary schools. Length of operation: one year. Materials — tape players, tapes, headphones, resource guide.

DESCRIPTION: The purpose of ASSIST is to provide teachers with a management system for teaching the individualized portion of a total spelling program.

ASSIST consists of 36 levels of spelling words arranged by difficulty and placed on audio tape. The source for the words was the 5500 basic words in the *New Iowa Spelling Scales*, and the criterion to determine difficulty was the reported percent of sixth graders who spell each word without special study. On the tapes each word is dictated, used in a sentence, and spelled correctly. Students self-select words for individual study by trial test. The pause button is depressed upon hearing a tone and is then released to confirm the accuracy of the spelling. A placement test is administered to determine the appropriate entry achievement level, and students move from one level to another by demonstrating learning on a mastery test. Research is available.

PLACE: Grosse Pointe Public Schools

TITLE: Systematic Instruction in Mathematics: A Plan for Learning and Evaluation

CONTACT: Mr. Roger McCaig
389 St. Clair
Grosse Pointe, Michigan 48230
(313) 885-2000

DATA: Middle school mathematics students. Length of operation: three years.

DESCRIPTION: The purpose is to assist teachers and the mathematics department in assessing entry points for each student in life skills in mathematics. This is done by monitoring all achievement levels by student, classroom, school, and district. Three performance levels are established for each life skill: M for mastery, S for study, and L for learn. Teachers and students receive detailed print-outs of performance on each skill, and administrators receive building summaries. Research on improvement in learning is available.

PLACE: Grosse Pointe Public Schools

TITLE: Middle School — Career Exploration

CONTACT: Charles R. Hitch — Coor. Career & Voc. Ed.
389 St. Clair
Grosse Pointe, Michigan 48230

DATA: Three hundred seventy students from grades 7-9 have participated in the project. Length of operation: eight to ten weeks. A building level team of social studies teachers and counselors. Various commercially prepared career materials, interested, enthusiastic students and parents.

DESCRIPTION: Career Exploration is a middle school program of eight to ten weeks that is offered to any interested 7th and 8th grader through the social studies curriculum. This career unit is designed to assist the student in expanding his knowledge of self and career opportunities. The activities within the program are organized to encourage students to consider important work attitudes, investigate the world of work, learn about available career resources, and actively personalize and retain occupational information. This program will help insure that young people have considered many career possibilities, as well as the many important factors which affect career decisions and selection. Terminal program goals include: (a) self-awareness; (b) occupational awareness; and (c) career planning and decision making. A district in-service workshop approach was used successfully to prepared middle school social studies teachers and counselors for their roles in the actual implementation of the career unit.

PLACE: Highland Park

TITLE: Diagnostic-Prescriptive Program for Combating Absenteeism and Expulsions

CONTACT: Mrs. Fannie Wilson
29 Bartless — Willard School
Highland Park, Michigan
(313) 868-1264 (Ext. 252)

DATA: Middle school students, length of operation 2½ years. Target students: those with high absentee rate and/or expulsion history.

DESCRIPTION: A concentrated effort is made by the school personnel (Resource teacher, counselors, consultants, administrators, DP teacher) and parents, participating as a "team", work with the individual middle school students who are prone to a high absentee record and/or expulsion history. Resources are identified for the student's use to enhance interest for a positive academic growth and development. Home visits and individual (one-to-one) sessions with each member of this group are conducted once a week by the Resource teacher in order to establish a trust relationship, to interview and determine the student's perception of him/herself and the school environment, and to assist each student in finding ways to eliminate personal problems by utilizing the "worksheet for problem solving."

PLACE: Lakeville Community Schools

TITLE: Flex Period

CONTACT: Jerry Cook
Lakeville Middle School
11107 Washburn Road
Otisville, Michigan 48463
(313) 631-2215

DATA: All students. Length of operation: four years.

DESCRIPTION: The Middle School Flex Period is designed to provide students with experiences supplementary to standard curriculum. A time constraint, such as an afternoon, is chosen. Staff members design a learning or enrichment experience (macrame', ice skating, bowling, guitar, jean stitchery, etc.). Students select a particular flex period.

The flex period offers students and teachers an opportunity to be together in a less structured setting, where they share a common interest. Both teachers and students have expressed their enjoyment of this activity.

PLACE: Lakeville Community Schools

TITLE: Pilot Program for English (Open Classroom, Team Teaching)

CONTACT: Miss Marlea A. Cantilin
Lakeville Middle School
11107 Washburn Rd.
Otisville, Michigan 48463
(313) 631-2215

DATA: Seventh and eighth graders. Length of operation: two years. Four person team needed as well as materials to individualize instruction.

DESCRIPTION: In an effort to assess and meet student's needs by individualizing instruction, and to provide a common learning experience for all seventh and eighth graders, the four teachers agreed to an "open-style" classroom situation. Some room-swapping was done, which involved an area originally used as Agricultural Education Lab, to secure larger facilities.

In lieu of new literature and grammar textbooks, individual Skill Kits, audio-visual equipment, and a program of interactive student-centered activity materials were purchased (at approximately half the estimated cost of new texts). Individual study units and mini courses have been designed. Each student in the program is pre and post tested in reading skills, English mechanics and usage, and in library, composition and literary skills. Individual and class profiles are prepared to facilitate grouping when that is desired. Students are encouraged to help each other and "VIP's" (Volunteer Involved Parents) work on a part time basis, giving help to the students and assist with record keeping.

Sixth graders and their teachers visit the program on two separate dates before their entry into the program. Seventh graders conduct the tours and lead small group discussions with the perspective participants.

Teachers are agreed that a unified front is important in the establishing of evaluative criteria and as regards classroom student behavior. Each member of the team selects one or more general areas of the subject, and supervises its includion into the general curriculum planning.

PLACE: L'Anse Creuse Public Schools

TITLE: VIP Club (Volunteers in Progress)

CONTACT: Marilyn Giannangeli
Middle School Central
38000 Reimold Road
Mt. Clemens, Michigan 48043
(313) 468-0851

DATA: Eighth grade students — 45. Practice has existed one year. Supervisory and training teachers. Materials — dictated by availability and job situation.

DESCRIPTION: The main function of the Volunteers in Progress Club is to assist teachers and students in the educational process. This is accomplished through assistance in such areas as tutoring, running duplicating and audio visual equipment, test correcting, designing and producing bulletin boards, and performing as aides in the classrooms, libraries, and offices.

To become a member a student must first submit an application form indicating his/her job preference, skills, interests, and hobbies. The list of candidates is then reviewed by the teachers within the middle school to determine the students most suited to this type of program. The nature of the program requires that the students be extremely self-motivated, trustworthy, and conscientious.

The students are involved in their particular job setting one hour everyday of the school week. The program involves both our middle school and the neighboring elementary school. Students do this volunteer work during their lunch-activity period or in place of a non-academic class (with parental permission). A file is kept on each member and includes his/her application form, work record (description of job placement), competency form (dated list of accomplished behavioral objectives), and an evaluation form (completed by the supervising teacher on a 6 or 12 week basis).

Each member is required to achieve a certain percentage of specified behavioral objectives in addition to those they obtain as a result of their job placement. Opportunities for accomplishing these objectives are arranged on an individual or group basis. These objectives include such things as running and maintaining the various types of equipment found in the building and minimal helping skills in the classroom, library, or office.

The club sponsors two events during the year: a pancake breakfast and a spaghetti dinner.

PLACE: L'Anse Creuse Public Schools

TITLE: English Mini-Course for Exploring Careers

CONTACT: Marge Kamon
L'Anse Creuse Middle School — North
46201 Fairchild Rd.
Mt. Clemens, Michigan 48043

DATA: Six week mini-English Unit, for seventh and eighth grade students on a voluntary basis. The course has been in existence for one year.

DESCRIPTION: During the six weeks duration of the course the student will spend the first two weeks in the classroom gaining some background information on himself regarding his interests abilities, values, likes, and dislikes. He will be exposed to jobs and job clusters and decision making through the use of audio-visual material, activities and class discussion. The student is also introduced to career terminology such as fringe benefits, vocational training, Michigan Employment Security Commission, etc. Value clarification techniques are utilized to help the student in defining their values as they relate to job preferences. The students take a Kuder General Interest Survey which ranks their interest in ten categories: outdoor, mechanical, computational, persuasive, artistic, literary, musical, social service, and clerical. At the conclusion on the second week the student compiles all the information he has learned about himself and writes a profile. As a part of the paper the student lists three possible careers he will begin exploring during the next section of the course. Following the initial two weeks of self-exploration, the succeeding three weeks are spent in the media center where students explore a minimum of three careers via films, filmstrips, microfiche machine (Michigan View Program), pamphlets, books, and computer terminal (Time Share Program). During the final week of the course, the students write a letter to an organization or company requesting further information on one of the careers studied. Each student makes an oral presentation on a career to share the knowledge he gained with the rest of the class. Throughout the six weeks, field trips are planned and guest speakers are invited to talk with the class. One of the highlights for the students has been filling out and receiving their social security card.

PLACE: L'Anse Creuse Public Schools

TITLE: Classroom Yoga for Special Education Students

CONTACT: Ed Schlitt
Middle School Central
38000 Reimold Road
Mt. Clemens, Michigan 48043
(313) 468-0851

DATA: Fifteen middle school special education students. Practice has existed 1 year. One special teacher needed. Materials — floor mats or carpeting.

DESCRIPTION: Classroom Yoga is a therapeutic program which can be implemented for the resource and handicapped students. It is thought that the Yoga exercise can be more beneficial than many gymnastic programs. Yoga greatly improves gross motor coordination, muscles, bones, joints, nerves and breathing. By following a recommended authorized program for a short time each day, or a supplement to a weekly plan, the student can strengthen his mind and body control.

A pre-test is given at the start of the program evaluating the gross coordination of each exercise as illustrated in the following pages or one of many texts of Yoga exercising. The teacher evaluates a photograph of the student's abilities. A post test, with photographs, will evaluate the progress of each student in each exercise. A personal folder for each student, with photographs and tests is put together for measurement of self accomplishment.

A video tape and teaching manual will be available in the fall.

PLACE: L'Anse Creuse Public Schools

TITLE: Mini Courses for Middle School English

CONTACT: Stewart Baber, English Department
Middle School Central
Mount Clemens, Michigan 48043
(313) 468-0851

DATA: One thousand three hundred forty 7th and 8th graders at two middle schools. Practice has existed 2 years. Regular English staff. At the initiation of the program an outlay of funds supplementary to the normal English budget was needed to obtain the materials basic to an array of mini courses. In subsequent years normal budgetary considerations should be sufficient.

DESCRIPTION: The creation of over thirty mini-courses involved nearly two years in curriculum planning by two middle school staffs. Some of the major reasons for establishing the program were as follows: To facilitate work in the area of student interest, to provide for individual differences and especially to eliminate apathy by expanding motivational possibilities. In addition, course offerings were initiated which add comprehensive depth and relevancy to the whole English curriculum in the middle school. The mini-class offerings, which are cross-graded, meet state approved general goals, including maximization of skills in listening, speaking, reading, and writing. As the program is currently established, all 7th and 8th grade students are expected to take four required mini-courses. These basic classes are Language I (composition, reading) Language II (composition, and study skills). During the remaining six week periods students are free to select other options including, Newspaper, Mystery, Science Fiction, Independent Study, Short Story, Drama Workshop, Wild, Wild West, Modern Literature, Sports in Literature, and many others.

The most remarkable feature of the program has been the overwhelming support given by both parents and students.

Further, there has been a notable reduction in discipline problems since the mini-class concept was established as the English Curriculum.

PLACE: L'Anse Creuse Public Schools

TITLE: Objective-Referenced Middle School Science

CONTACT: Alan McCord and Richard Clark
L'Anse Creuse Middle School — Central
38000 Reimold
Mt. Clemens, Michigan 48043
(313) 468-0851

DATA: Seventh and eighth grade students. Practice has existed one year.

DESCRIPTION: Specific performance objectives were written for twelve six-week modules of study for middle school students. Prescriptive activities for each objective were developed and assembled in flexible duplication notebooks for teacher use; audiovisual aids, test instruments, and "excursion" activities are currently being developed and added to the program.

Students are pre-tested, then assigned individually-prepared plans of work based on their pre-test scores; students are responsible for day-to-day personal record-keeping, utilizing a specially prepared record sheet which closely resembles a flowchart. Grades are determined on the basis of pre- to post-test performance gains.

Performance data on both tests is gathered from all students, entered into a master data book, and evaluated by a district-wide middle school science curriculum committee, who determines revision, deletions, and additions of objectives, activities, tests, and instructional aids. Evaluation of this type allows the program to become increasingly flexible over time, as many alternate approaches are included for one objective.

Sample copies of performance objective sets, student activity packets, record sheets, and evaluation instruments are available upon request. A tabulation of student performance by objective will be prepared following the 1974-75 school year.

PLACE: Lansing Public Schools

TITLE: 7th Grade Individualized Math Program

CONTACT: Mrs. Marj Mead
Pattengill Jr. High School
1017 Jerome Street
Lansing, Michigan 48912
(517) 489-1431

DATA: Seventh grade population in their 1st year at Pattengill. Third year operation. Teachers needed — the regular supportative services are utilized. All materials and equipment are supplemental to program as they become available — as of this time we have 3 calculators, 1 soundpage by 3M, manipulative, puzzles and worksheets.

DESCRIPTION: A. *Purpose:* Evaluate entering abilities of student in specific content area. *Implementation:* Pretest each specific unit for minimal objective competencies. *Evaluation:* Affective in determination of wide range of student abilities as they enter Pattengill from diverse educational experiences.

B. *Purpose:* Provide educational experiences for each student which will contribute to his growth in a specific area. *Implementation:* Assignment sheets issued to each student with lessons at several levels of difficulty for each specific objective. These are marked individually by the teacher as needs are demonstrated on pretests. Assignment sheets include materials for remediation and review, regular 7th grade goals, and challenge and enrichment for those who demonstrate proficiency. *Evaluation:* Observation of students performing tasks specifically assigned to teach. City-wide testing fall and spring indicated Pattengill's average growth was greatest of all Lansing junior high 7th graders.

C. *Purpose:* Encourage confidence and develop favorable attitude toward the subject. *Implementation:* (a) materials are prescribed to provide success; (b) games are played, many with strong element of luck (to give everyone a feeling of a chance to win); (c) units are given a definite time limit and everyone starts each new unit together to eliminate factor of falling way behind; (d) a weekly rate of expected advancement is posted with students encouraged to go beyond, if able; (e) special enrichment mini-units are prepared for those who finish early; (f) no penalty for the average student who stays with the schedule. *Evaluation:* favorable attitude observed by: demand for books checked out overnight; math lab held after school one day a week (students would like more); student's personal purchase of math games and puzzles; parents favorable response and comments at open house; 9th grader's willingness to elect to be classroom aide; "extra credit" assignments handed in.

D. *Purpose:* Encourage awareness of responsibility by self for personal achievements. *Implementation:* Most textbook and worksheets self checked.nThe understanding being that he is responsible for figuring out why he made errors and get help from the teacher or other students. All post tests and unit tests are checked by the teacher, revealing the extent the student has taken this responsibility. Puzzles are instantly checked as each gives a message on completion. *Evaluation:* Student interest in post tests posted. Students meeting deadlines for handing units in. Students trying to beat deadlines to become involved in special enrichment units.

PLACE: Lansing Public School

TITLE: "Reading is Fun"

CONTACT: Ms. Shirli Vioni, Principal
Walter French Junior High School
1900 So. Cedar Street
Lansing, Michigan 48910
(517) 372-5060

DATA: Middle school students; length of operation two months.

DESCRIPTION: This "Reading Is Fun" (RIF) activity is not to be confused with the National Reading is Fundamental Program, though it does have similar goals, namely: to encourage reading for enjoyment sake, to present reading in a positive way, and develop improvement in reading skills.

A "Reading Is Fun" period is designated periodically for all students, as well as staff — (teachers, administrators, counselors, aides, special service personnel). All are encouraged to read materials of their own choice. The example set by the adults who participate appear to be a major factor in the success of the project. Evaluation is on-going by observation and interview with the sample of participants.

PLACE: Lansing Public Schools

TITLE: Competency Based U.S. History

CONTACT: Frank Reynolds
Pattengill Junior High School
Lansing, Michigan 48912
(517) 489-1431

DATA: Ninth grade U.S. History students. Length of operation: 1 year. One program aide (ESAA Funds). Materials — multi-reading level materials, some A-V equipment.

DESCRIPTION: The purpose of the skills approach to U.S. History is to identify and instruct students in certain skills (i.e. reading, critical thinking, social science). The content of the Historical survey is the vehicle by which we are attempting to teach the skills.

This program involves 3 teachers and an instructional aide for planning and instruction. Optional instructional strategies, resources and rooms are listed for the students to choose.

All skills and content objectives are pre and post tested.

PLACE: Lansing School District

TITLE: Words Through Pictures

CONTACT: Susan Norman and Lou Morgan
Dwight Rich Junior High School
2600 Hampden Drive
Lansing, Michigan 48910
(517) 372-2850

DATA: Eighth grade English students. Practice has existed 3 years. Materials — cameras, films, work space.

DESCRIPTION: Students working under the direction of a differentiated staffing English team find or compose human interest scenes that they photograph. Photographs are then arranged with a story line to tell a story. The outcome is a composition, demonstrating both the English skills and the photographic skills of the students. This program is offered as a six-week elective to 8th grade English students.

PLACE: Lansing Public Schools

TITLE: Community Volunteer Aide Program

CONTACT: Robert Hecksel
Gardner Junior High
333 Dahlia Drive
Lansing, Michigan 48910
(517) 393-6440

DATA: Junior high ninth grade students. Length of operation: one year. Counselor needed. The program takes place after the regular school day.

DESCRIPTION: Community Volunteer Aide Program exposes participants to potential career areas, and at the same time encourages students to actively participate in-service oriented community activities during their leisure time. Students apply to their counselor for placement in the program; after being interviewed, and particular skills are identified, students each receive an individual orientation to the program.

Helping the volunteer to become responsible and accountable for his time is an important component of this program. Therefore, weekly reports are submitted by both the volunteer and the agency receiving the service. Verification of the hours worked is included, as well as an evaluation of the volunteer's performance.

The school counselor provides on-site visitations, and in addition, conducts private counseling sessions with the volunteer. This program has been utilized as an alternative to certain course requirements and credit can be received.

To recognize the commendable work these volunteers have accomplished, a certificate award program has been established. This year there has been 80 students who have volunteered a total of 3000 volunteer hours servicing community agencies.

PLACE: Lansing Public Schools

TITLE: Reading Skill Development — Continuous Progress

CONTACT: Robert Hecksel
Gardner Junior High
333 Dahlia
Lansing, Michigan 48910
(517) 393-6440

DATA: Junior high seventh, eighth, and ninth grade students. Length of operation: two years. Reading Teacher. Materials — SRA, Boning, RFU, Reading attainment system and new practice readers.

DESCRIPTION: During the first 3-4 weeks of the new school year, two reading consultants administer the Slosson Oral Reading Test (SORT) to every seventh grader. This test gives a gross estimate of reading level (word recognition). From these scores, homogeneous groupings are established. These groups of seventh graders (16-25 students) are scheduled into the Reading Center from their English class for a period of two weeks. During this time, the following reading comprehension skills are evaluated by means of criterion-referenced testing: (1) context clues; (2) details; (3) drawing conclusions; (4) getting the main idea.

From these tests, the major areas of weakness for each individual student are found. Information regarding progress is recorded on individual prescription sheets. The student works on his particular area of weakness during his two-week session in the Reading Center, and then returns to the English classroom.

During the second semester, the reading consultants compile specific materials that will develop reading skills in the four comprehension areas named above. These materials are taken into the English classes; students work individually and at

their own rate for a period of 4-5 weeks. Personnel for this second-semester program include a reading consultant, one teacher's aide, and the English teacher.

Content area teachers were in-serviced in the area of ideas for program design to show how to develop these four reading comprehension skills as an integral part of the subject matter.

Since data is compiled on the seventh grade classes every year (this is the second year of the program), it is reasonable to continue the program at the eighth and ninth grade levels. Because of individual data that is recorded regarding student progress, each 8th and 9th grade student can start his new English class at the level he was on the previous year.

The evaluation for this project is projected for late May. According to each reading level, criterion-referenced testing will be administered for all of the four reading comprehension skills. Scores will be recorded, and comparative and evaluative data will be used to re-structure the existing program according to needs.

PLACE: Lansing Public Schools

TITLE: Ideas and Investigations in Science — (I.I.S.)

CONTACT: Mrs. Roberta Jacobwitz
Pattengill Junior High
Lansing, Michigan 48912
(517) 489-1431

DATA: Seventh graders. Practice has existed two years.

DESCRIPTION: The program is designed for any or all levels of student abilities. The reading is 4th grade level and most directions are also pictured. Supplemental materials are available for faster students. Students work on a three week contract. Although there is no "testing" in this process-oriented approach, the SAT is administered in September and May to measure growth. Often there is a growth of more than one year. Students also show gains in independent learning skills.

PLACE: Lapeer Community Schools

TITLE: Career Awareness Education

CONTACT: Dave Blauet
Mayfield School
302 Plum Creek Road
Lapeer, Michigan 48446
(313) 664-2269

DATA: Sixth graders

DESCRIPTION: Each student is given an assignment sheet of related projects and activities to be completed during the week. When students are not listening to a speaker, they were able to work on individual projects with the help of one of the teachers. The senior high school was very cooperative in lending their SRA Career Cards. These were used for research and reports or skits which were presented to classmates. Local business and professional people also donated their time, experience, and materials during a special career awareness week.

PLACE: Mount Clemens Community Schools

TITLE: School Community Activities

CONTACT: Dr. Donald E. Dragoo
196 North Rose
Mount Clemens, Michigan 48043
(313) 463-7091

DATA: All students in grades 7 and 8. Practice has existed 5 years. Materials as required. This project is a natural infusion area for career education.

DESCRIPTION: The school year is divided into four ten week blocks; students choose four activities of their interest, and participate in the programs of those activities for ten week periods. Areas of great interest can continue through another ten week block. Activities are selected by teacher's sponsoring programs of special interest to them, groups of students getting together and finding a sponsor for a group of their choice, parents and community people coming in to sponsor groups. Meetings are held once a week for one hour on school time, but many groups meet additionally on off-school time. All groups were financed by their own means until recently, when school board support became available.

PLACE: Mount Clemens Community Schools

TITLE: Students as Teacher-Aides in Special Programs

CONTACT: Dr. Donald E. Dragoo
196 North Rose Street
Mount Clemens, Michigan 48043
(313) 463-7091

DATA: Exceptional students in grades 7 and 8. Practice has existed 3 years. Project depends on availability of areas where clients can serve.

DESCRIPTION: Students with behavioral problems who have found adjustment to regular classroom activities difficult have participated in this program, as well as students whose excellence in an area provided them extra time to do additional work. The students are assigned, after interview and visitation to a classroom of orthopedic youngsters where they are supervised by teachers, an occupational or physical therapist. Hard-core problem students have proven to be excellent assistants, and have become more tractible in other classroom situations at school. A sense of responsibility and a reason for alliance with the school has developed in most students, giving them a well earned importance in the school. The program has grown from an initial two or three trial students to a substantial group who serve orthopedic classrooms, elementary library and junior high library.

PLACE: Mount Clemens Community Schools

TITLE: Team Teaching Individualized Programs

CONTACT: Dr. Donald E. Dragoo, Mr. Donald Bristol
196 North Rose
Mount Clemens, Michigan 48043
(313) 463-7091

DATA: Seventh and eighth grade students. Practice has existed 2 years. At least two science teachers dedicated to team teaching and individualized instruction. Regular 7th and 8th grade science equipment.

DESCRIPTION: Science units have been divided into eight categories: (this is a beginning quantity; additional units are being added as materials are written by teachers) Energy, Plants, Electricity, Chemistry, Weather, Measurement, First Steps in Physics. Students are orientated with common instruction in lab discipline, and contract writing. Students then select subject matter areas which they pursue on their

own seeking help from teachers as needed. Contracts call for rather comprehensive instructional programs, which are prescribed by the teachers. Each category is broken into units and a student must pass oral examinations before proceeding from unit to unit. Students progress at their own rates and upon completion of a category take an oral and a written test and submit whatever prepared materials were required by the category of study.

Two teachers can handle 55 to 65 students, and it is not necessary that grade level be seventh or eighth. Students who have completed categories may act as advisors or helpers to other students who are beginning the category, and consequently levels of sophistication increase as students pass through various levels.

PLACE: Mount Clemens School District

TITLE: Introduction to Science

CONTACT: Dr. John Kastran, Principal
Robert H. Winkler, Chairman Science Department
155 Cass Avenue
Mount Clemens, Michigan 48043
(313) 465-1201

DATA: Basically a program for 9th grade Science. Practice has existed 5 years. Special Teachers — 4 required, (Biology, Chemistry, Earth Science, and Physics backgrounds) for each section offered. Materials — Spectroscope, Osciloscope, Hoffman Apparatus, Galvanometer, Computer, Closed Circuit T.V., Slide Projector, Overhead Projector, Rock Tumblers. Plus basic supplies and equipment found in schools teaching Earth Science, Chemistry, Biology, and Physics.

DESCRIPTION: Introduction to Science, a course that explores four areas of Science, was first introduced into the curriculum for the 1970-71 school year. The course explores four areas of Science: Biology, Chemistry, Earth Science, and Physics. Each section is a ten-week program. Each section is taught by a specialist in his field. At the completion of a section, the students move to another section and so on throughout the school year.

Each segment of the course is laboratory orientated. A central theme of energy-factors is interwoven throughout the sections to unify the overall course.

The course provides terminal science students with an insight into modern techniques of investigation. The scientific methods studied and other experiences gained during the year could induce students, who normally take one year of Science, to continue his study in one or more specific areas.

The course was developed by teachers within the Mount Clemens High School Science Department. The Biology, Physics, and Chemistry sections have been placed in book form. The Earth Science section is now being written.

PLACE: Pontiac Public Schools

TITLE: The Basic Skills Project on Instructional Management Approach

CONTACT: Jesse Petway, Supervisor Curriculum Development
1179 Dudley Ave.
Pontiac, Michigan 48057
(313) 338-9151

DATA: Fifteen hundred students in grade 7. Length of operation: one year. One Supervisor, Curriculum and Staff Development Resources, Research Technician. Materials — Data Processing Capability.

DESCRIPTION: The Basic Skills Project funded by ESAA 1973-74 utilizes an instructional management approach for: (1) developing staff skills in human resources development; (2) developing program development skills; (3) implementing local monitoring procedures for diagnosing, and a retrieval by skills; (4) implementing a management procedure for interphasing teacher level of functioning to student level of functioning and outcome; (5) basic skills project integrates reading, math skills with career employability skills along with infusing multi-ethnic experiences.

PLACE: Reese High School

TITLE: Project Contact — Guidance

CONTACT: Mr. Wm. Jordan and Mrs. J. Van Allen
9901 Center
Reese, Michigan 48757
(517) 868-4114

DATA: Incoming freshmen class. Practice has existed one year. Counselors. Materials — SRA High School Placement Tests 165 — $239.25, use of CA 60.

DESCRIPTION: All 8th grade students in both public and parochial schools, are given The High School Placement Test in the year prior to their entrance into high school. The students 8th grade teachers are asked to make recommendations regarding proper placement of student in the high school. A student, parent, counselor conference is held in April, during which the H.S.P.T. scores, teacher class recommendations and student's prior academic performance are discussed.

With this information the student is able to make rational class choices. The parent is put in contact with the school, its curriculum and its goals. The response we have received from parents and students from these interviews have been highly positive.

An awareness has developed on the parents part of the services of the Guidance Department and the curriculum that the school has to offer. The student has involved his mother or father in his high school planning.

PLACE: Rudyard Area Schools

TITLE: Library Skills Development

CONTACT: Don Wallis
Kincheloe Elementary School
Kincheloe A.F.B., Michigan 49788
(906) 495-2110

DATA: All sixth grade students with younger students optional. This has become a regular part of our Language Arts Program. Regular Classroom Teachers & Library Aides. Pre and Post Tests plus regular library materials.

DESCRIPTION: The purpose was to teach our students before leaving elementary school how to properly use all materials available in a good library.

This is accomplished by our teachers working closely with our two full time library aides. The unit is a part of our sixth grade language arts program.

Pre and post tests are administered to students in grade six (also others who are interested). Instruction is given in the classroom and followed up in the library by the library aides. The learning is reinforced when students have assigned projects in the library which require the use of a wide variety of materials. The library aides are always available to help students, keeping in mind not only the project the student is completing, but teaching a library skill as well.

The post tests indicate a much better knowledge of library skills.

PLACE: Rudyard Area Schools

TITLE: Language Arts Program

CONTACT: Joyce M. Olivier
Rudyard Jr. High School
Rudyard, Michigan 49780
(906) 478-4491

DATA: Four hundred sixteen 7th and 8 graders. Renews itself every academic year. Seven teachers needed. The regular budget allotment — a Language Arts secretary preferably with a college English or Language Arts major.

DESCRIPTION: All junior high students take 84 minutes of Language Arts daily. Forty-two minutes are devoted to traditional basics and fundamentals in reading, writing, and usage. Though these classes do not usually change their student personnel during any given academic year, they do change teachers by area of special teaching interest and skill i.e. poetry, writing, grammar etc. The second forty-two minute daily block is an ungraded but student selected elective. The offerings vary from year to year depending on student choices as do lengths of courses. A representative year would find youngsters in Talking, Mass Media, Fun with Words, Puppydog (the Jr. High newspaper), Creative Writing, Library Investigations, Drama, and Developmental Reading. A student intent on exploring a lot of different Language related areas can have as many as four experiences in any given year.

The results have been: (1) maintainance of good scores in the subject area on the Michigan Educational Assessment Test; (2) an increase in the number of students responsive to the needs of the high school yearbook, newspaper, etc.; (3) a singular drop in the number of discipline problems found in Language Arts classrooms; (4) a means of cultural exchange with our elementary schools. They are a ready and willing market for our drama productions, video tapes, etc.

PLACE: Warren Consolidated Schools

TITLE: Program for Underdeveloped Natural Talent (P.U.N.T.)

CONTACT: Ronald V. Sartor
Curriculum Service Center
12100 Masonic
Warren, Michigan 48093
(313) 268-7121

DATA: Junior high students. Practice has existed 7 years. Teachers needed — 5 plus.

DESCRIPTION: This is a program at the junior high level to help students in all disciplines who are two or more years behind in their basic skills. A curriculum guide is available with course philosophy, behavioral objectives, counseling, materials, equipment and the use of para-professionals. Costs are not much higher than that of the average classroom with one exception, class size, which averages 20 pupils. Assessment shows growth average from two to three years per year.

PLACE: Warren Consolidated Schools

TITLE: Junior High Foreign Language

CONTACT: Hector C. Grant, Principal
Grissom Junior High School
35701 Ryan
Sterling Heights, Michigan 48077
(313) 268-6410

DATA: Middle school students. Practice has existed two years.

DESCRIPTION: Because of declining enrollment in Foreign Language, it became necessary to make a new program offering. As a result of teacher and administration involvement, we now offer Foreign Language as follows: 7th grade — Exploratory Foreign Language — 10 weeks; 8th grade — Spanish Ia, French Ia — full year; 9th grade — Spanish Ib, French Ib, Spanish I, French I — full year.

The Ia plus Ib allows the students to take Spanish and French II in the 10th grade. It was hoped that this would allow students more time to learn language and not drop out.

The 10-week Exploratory was put into the program in order to broaden student knowledge of Foreign Language and thus be interested in signing up for the Ia and Ib and Foreign Language I (Spanish and French).

PLACE: Warren Consolidated Schools

TITLE: Student Assistance Program

CONTACT: James P. Dolan, Counselor or Paul Latham, Principal
Hartsig Junior High
Warren, Michigan 48093
(313) 573-9600

DATA: Selected students in grades 7, 8 and 9. Practice has existed three years. Honor students are utilized to implement this program.

DESCRIPTION: Students experiencing academic difficulty and behavioral problems are identified by the school counselors each marking period at the time report cards are issued.

Parents of students experiencing academic difficulty are provided suggested study procedures for students and weekly progress reports upon request. Parents are also notified that counselors will meet with students in a group and on an individual basis as needed. Parents are urged to initiate personal contact with teachers on a regular basis.

Students experiencing academic difficulty are provided an opportunity to receive individualized tutoring in mathematics, science, English and/or social studies. The tutorial service is performed by selected students from the school's National Junior Honor Society. Student tutors are excused from classes to provide this service one day per week. After school tutoring services are also available on a voluntary basis.

Students experiencing behavioral problems in school are identified by the counselor at the end of each marking period. Parents are contacted and encouraged to meet with the counselor, teachers and the assistant principal. At this meeting, specific problems are identified and solutions are proposed for the purpose of achieving the desired level of performance from the student. Intensified counseling continues with the student during the time that behavioral difficulties exist.

Academic achievement and behavior has shown improvement for students participating in the program.

PLACE: Warren Consolidated Schools

TITLE: Language Arts Growth

CONTACT: Larry Decker
Melby Junior High School
13900 Masonic
Warren, Michigan 48093
(313) 294-5020

DATA: Students who are lacking Language Arts skills as identified by Michigan Assessment Test Results. Practice has existed ½ year. Reduced class size. Teacher Aide.

DESCRIPTION: Students are identified as lacking in Language Arts skills by analyzing M.E.A.P. results, teacher

judgments, and previous testing. The material is keyed to the educational objectives of M.E.A.P. and/or the district. The classes are prescriptive in instructional mode. By limiting the class size to a 15-20 range and supplying a teacher aide, individualized instruction is achieved. The course guide is criterion referenced and uses multi-media.

PLACE: Warren Consolidated Schools

TITLE: Junior High Student Tutoring Program

CONTACT: Douglas T. Haesler, Principal
Fillmore Elementary School
8655 Irving
Sterling Heights, Michigan 48077
(313) 268-6360

DATA: Seventh, eighth and ninth grade students. Practice has existed three years. Regular classroom teacher.

DESCRIPTION: Students come from local junior high schools one hour daily per semester and receive credit for this activity in their particular junior high school. This program is coordinated by junior high counselors, building principals and the Fillmore teacher representative. Students are screened and placed in elementary rooms according to their ability and need as well as the classroom teacher's needs. Tutors work with individual students, or groups. They also assist with some filing, testing and making instructional materials for the teacher. Tutors are marked according to their overall performance on a semester basis.

The program has been very helpful to the classroom teacher and the school. Many children who need individual attention are helped daily for one hour and show a definite improvement in development of skills and self-image.

Tutors also gain from being introduced to the many tasks confronting the teacher and the recognition factor they receive in their adolescent years as the gain in self-image is very noticeable. The program has been operational for three years and the junior high counselor indicates he has many students interested in this activity. The program is conducted throughout the entire school year.

PLACE: Waverly Schools

TITLE: Reading Center

CONTACT: Mrs. Gwen O'Donnell
Waverly West Junior High School
620 Snow Road
Lansing, Michigan 48917
(517) 489-2471

DATA: Eighth and ninth grade students. Practice has existed two years. Reading teacher. The materials relied upon most often are the Troubleshooter Skill Books (Houghton-Mifflin), the MacMillan Spectrum Series (MacMillan Company), Scope Books (Scholastic), Basic Reading Skills (Scott, Foresman and Company), Vocabulary Development Program (Scott, Foresman and Company) and many dittoes.

DESCRIPTION: The purpose of the Reading Center is to develop the reading skills of individual students. The program is set up in such a way that students of all levels, from non-readers to accelerated readers, may benefit. Each individual reading program is set according to the needs of the student as determined by reading test scores. The evaluative tests used are the Gates-MacGinitie Reading Test, a word opposites test, graded spelling list, an oral reading check (informal reading inventory), and a sentence completion sheet to evaluate the student's attitude and interests. The areas developed through the Reading Center are comprehension, vocabulary, rate of reading, and other reading skills needed for functioning effectively in the everyday world.

After a student has entered the Reading Center, he spends a week in the testing-evaluative part of the program. Once the teacher has determined a probable diagnosis of the student's weaknesses and strengths in reading, a planned program is prescribed for the student. Although the class is individually oriented, about fifty percent of the classroom time is used with the entire class for oral reading or skill presentations and discussions. The students are assigned book reports during the time in the class so their assignments and work is not only in skill development but also in exploring new books and leisure reading. At the end of the term, as students leave the Reading Center, the Gates-MacGinitie Reading Test is given to determine growth in reading levels and skills.

PLACE: Wayne Westland Community Schools

TITLE: Junior High and Elementary Tutoring Program

CONTACT: Cletus Shields
Hoover School
5400 Fourth St.
Wayne, Michigan 48184
(313) 722-2450

DATA: Junior high students. Practice has existed 1 year. Learning consultants at elementary and junior high levels. Materials — software — (various teaching materials).

DESCRIPTION: Elementary principals and learning consultants met to plan the program and to help both the tutor and the tutee.

Junior high students are bused to Hoover (17) and work with all ages of elementary students on a one to one basis for around one half hour. (The junior high students are remedial reading students) Students are paired on a need basis.

Evaluation will take place at the end of the year. However, I feel very positive about the program. All students like it immensely and it is certain to be good for social skills improvement as well as academic.

PLACE: Wayne-Westland Community Schools

TITLE: Drug Counseling Group

CONTACT: Gordon Snyder
33555 Annapolis Street
Wayne, Michigan 48184
(313) 722-6030

DATA: Junior high school drug users. Practice has existed 3 years. One or two Guidance Counselors. Materials — 1 tape recorder. Ex-drug addicts.

DESCRIPTION: The purpose of the program is to emphasize the fact of personal decision making and setting values. There must be a realization by all students of self worth, for when there is a positive self image, they can more easily resist peer pressure. It must be noted that peer pressure is one of the largest reasons for drug abuse.

Students attend bi-weekly "Rap" sessions, on a voluntary basis, with a trained counselor. The groups of 6-8 students are met with positive response by students, faculty and administration. We have found that interpersonal relations are developed to constructively cope with everyday stress, and it does elicit better mental health concepts.

PLACE: Wayne-Westland Community Schools

TITLE: Outdoor Education — Camping

CONTACT: Dr. Waino E. Aukee
Kettering School
1200 Hubbard
Westland, Michigan 48185
(313) 722-3220

DATA: Students — 6th grade and grade 8. Approximately 1500 students 1974-75. Practice has existed five years. Special teachers — crafts, camp counselors. Individual programs dictate material and equipment needs. Winterized camp facilities: Camp Storer, Pine Hills, Camp Tamarack, Tecumseh Woods.

DESCRIPTION: A formalized program of resident camping has now become well established in our district. The program is for groups of approximately 100 students who attend a five day program at any of the approved camps listed above, at any season.

Teacher leaders design the specific programs for the week of camp. Additional staff, if not provided by the camp, are special teachers, pre-student teachers, student teachers or select high seniors.

Proposals are reviewed by a district-wide committee. The Board of Education assumes responsibility for busing students to camp, costs of insurance, staff and the basic rental of facilities. Students on their own, or from fund raising projects, raise the difference. Average cost is $30.00 per week (student share amounts to about $20.00).

The curriculum centers around the traditional camp outline of nature study, outdoor cooking, ecology and geology.

A specific evaluation will be completed for this current year's program by July 1, 1975.

PLACE: Wayne-Westland Community Schools

TITLE: Franklin Junior High Cross Age Tutoring Program

CONTACT: Carolyn Newton and Linda Purrington
33555 Annapolis
Wayne, Michigan 48184
(313) 722-6030

DATA: Seventy elementary students, seventy 8th and 9th grade language arts students. Practice has existed 1½ years. One coordinator, one elementary learning consultant, two junior high consultants and two junior high language arts teachers. Transportation, suggest inservice for teachers involved.

DESCRIPTION: The purposes of the program are to reinforce reading skills; to increase motivation to read; to reinforce responsible behavior; and to provide a service to elementary students.

Both elementary and junior high students are selected and matched by teachers. The junior high students are selected from language arts classes, trained and assisted by teachers to develop a tutoring packet and then spend one hour tutoring and one hour planning per week. Some transportation is provided for tutors.

PLACE: Wayne-Westland Community Schools

TITLE: Pilot High School Enrichment Program for Gifted Junior High Students

CONTACT: Mr. Rick Hamrick, Guidance Counselor
Adams Junior High
33475 Palmer Road
Westland, Michigan 48185
(313) 722-4311 (Ext. 38)

DATA: Twelve selected ninth graders. Practice in the first year.

DESCRIPTION: Just as universities and colleges allow selected high school seniors to avail themselves of college level courses on a limited basis for enrichment purposes, this pilot program enables a limited number of gifted and/or extremely talented ninth graders to avail themselves of selected academic and non-academic courses at Wayne Memorial High School. Students will receive junior high course credit for successfully completing the high school courses. They are limited to one class per day.

LOCALLY IDENTIFIED PROMISING EDUCATIONAL PRACTICES IN SECONDARY EDUCATION

PLACE: School District of the City of Berkley

TITLE: Project BASC — Building Arithmetic Skills in Consumerism

CONTACT: Mrs. Alexandria Takis, Director, Career Educ
Berkley High School
2325 Catalpa
Berkley, Michigan 48072
(313) 548-1200

DATA: This special project is for high school students who have previously experienced failures in math programs. All students involved have varying degrees of less than grade level skills in math. This year approximately twelve students are involved in the class. This project has been operated for two years. The teacher of the project class must have experience in teaching remedial math and knowledge of consumerism. There must be rapport with students, empathy, and creativity. Students in this project have been provided with access to simple electronic calculators. These calculators are used to serve two purposes: (1) the calculators are used by the students to get immediate feedback or checking of their original paper and pencil working of problems and (2) students learn how to operate the calculators, applying the principles of the learned math processes.

DESCRIPTION: This project is based on the assumption that students learn basic skills best when they relate to and can be used to solve real problems. The building of skill in math is therefore related to such factors as: (a) recognition of individual basic values and goals and how these affect financial planning and consumer choices; (b) development of an appropriate, realistic, sound financial plan for money management; (c) purchase of food, clothing, and housing so as to get the greatest possible return from money spent without sacrificing quality.

Students in this project are given the opportunity to work at their individual rates of progress and are given individual attention by the teacher. To assist the teacher in this individualized instruction, three student assistants have been assigned: one tutors on a one-to-one basis; one is in charge of handling machines, filing papers and materials, and doing other routine tasks; and one tutors students as well as helping with the routine tasks.

The teacher uses a variety of teaching methods, including group board work, field trips, and community resources. Many interesting and worthwhile speakers have been brought in to bring students up to date on such things as banking and its personal uses, the purpose and use of credit unions, and making wise investments.

Evaluation will be based on results shown by pre-classwork inventory tests compared to similar inventory tests administered at the end of the school year.

PLACE: Bloomfield Hills School District

TITLE: S.O.C. — "Student Oriented Curriculum"

CONTACT: Mr. Roger Ashley
4200 Andover Road
Bloomfield Hills, Michigan 48013
(313) 647-1224 (Ext. 271)

DATA: The entire Andover High School student body, 1200 students. Community resources (parents, volunteers, community businessmen, school faculty). Materials — community resources.

DESCRIPTION: The Bloomfield Hills school community believes that each student should be given an opportunity to realize the maximum development of his capabilities and talents. The Student Orientated Curriculum seeks to provide a program and environment that emphasizes the maturing of the individual. S.O.C. is a response to dissatisfaction with the traditional, and a quest for answers. It reflects a striving for participation, for involvement in influencing one's environment.

The experiment in S.O.C. is an attempt to break down the walls sheltering schools from the community and the community from schools. It is an attempt to bring relevant courses into the curriculum, to bring the excitement of learning to the student, and to establish closer teacher/teacher and student/teacher relationships for a better learning situation. It is an attempt to allow the student and teacher to assume different roles from those established in the system and to establish and demonstrate student capabilities and responsibility. It is an attempt to utilize the multitude of untapped resources of the community and school, and to experiment with new educational techniques and equipment. S.O.C. is a step in bringing about changes in our education program.

The entire S.O.C. program will be evaluated in the following areas: student attendance, student interest and opinion, parental (community) interest and opinion, school (faculty) concerns.

The dates of the 1975 Andover S.O.C. program are April 30, May 1 and May 2, with some activities extending through that weekend. The S.O.C. program will consist of 178 mini-courses, 12 trips (several out of state), and 42 various work experiences.

PLACE: Chippewa Valley

TITLE: (CAAP) Chippewa Alternate Aide Program

CONTACT: Donald Chalker, Principal
42755 Romeo Plank Road
Mount Clemens, Michigan 48043
(313) 465-1343

DATA: High school juniors and seniors. Practice has existed two years. Transportation from high school to school of assignment.

DESCRIPTION: The CAAP is designed to give opportunity for the high school student to elect a course that provides the following: (1) credit course outside of the high school; (2) learning experience in helping others learn; (3) feelings of self-worth and pride; (4) tutoring service for individuals in need; (5) work experience that may be expanded upon in the future; (6) transportation to the work station; and (7) additional resource for the elementary and middle school teacher who wishes to individualize their program.

The students selected for CAAP receive orientation and training from staff, resource people and from the principal at their school of assignment.

The present demand for students to participate is greater than the supply. The student requests to elect this course has increased by fifty percent for the 1975-76 school year.

PLACE: Dearborn Public Schools

TITLE: Student Service Center

CONTACT: Miss Jean Truckenmiller, Counseling Chairperson
Dearborn High School
19501 W. Outer Drive
Dearborn, Michigan 48124
(313) 278-1720

DATA: Students enrolled at Dearborn High School. This center will be established in the Fall of 1975. A room equipped with carpet and furnishings to provide an informal, comfortable setting.

39

DESCRIPTION: This Student Service Center will be open daily from 8:00 A.M. to 4:00 P.M. A school counselor will be available to answer questions or discuss concerns with students on a drop-in basis. A peer counseling service will be developed where student counselors will be able to assist those age groups which relate best to a peer counseling environment. The setting is informal and conducive to a relaxed inquiring atmosphere. Parents are invited to participate through volunteer assistance to counselors and the provision of materials or refreshments. Parents also are encouraged to drop-in and use this setting for informal discussions of their concerns. Questions regarding school programs, scheduling or post-secondary programs can be answered or group discussion sessions can be developed within this center.

PLACE: Dearborn Public Schools

TITLE: Psychological Services at Special Education & Secondary Summer Schools

CONTACT: Viola E. Grigg
Compensatory Education
Dearborn Public Schools
4824 Lois
Dearborn, Michigan 48126
(313) 582-4431

DATA: Students, parents and siblings of students. Practice has existed five years for elementary and one year in secondary. School social workers and school psychologists whose contracts include an eleventh school month have been used. Teams of two social workers and a psychologist have been used in each of three centers. No materials are needed other than available meeting space and materials for coffee.

DESCRIPTION: School social worker and school psychologist services are provided to secondary enrolled students as an extension of contacts initiated during the school year or as need is identified during the summer school period.

Summer school sessions for elementary learning disabilities, speech and language development, students in classes for mentally impaired and hearing impaired vary in length. Learning disabilities and speech and language classes meet for a maximum of one hour. Parents and siblings who transport students to the school are invited to wait in a designated room where spontaneous discussion is led daily by a qualified staff member. Child management frequently is an issue arising naturally in the presence of the siblings of students.

A group feeling develops among the people who wait together at a scheduled hour. Informal evaluation is provided in comments of approval from mothers, who describe feeling isolated in their homes. Children of mothers remaining in the waiting room while the student attends class, appear to receive parental sanction to make positive identification with the school and school staff. Child management modeling is provided when staff persons set limits for children in the wating room.

The staff of the secondary summer school has requested continuation of the social worker-psychologist service into the summer 1975 program.

PLACE: Detroit Public Schools

TITLE: Murray-Wright Adjustment Center (Home Economics Career Education)

CONTACT: Dolores M. Norman, Supervisor,
Occupational Education for Personal Services Industries
Board of Education
5057 Woodward — Room 976 — Home Ec.
Detroit, Michigan 48202
(313) 494-1663

DATA: Ninth and tenth graders. Length of operation: 1 year. Special teachers needed — home economics wage earning; mathematics; English. Home Economics wage earning facilities with necessary equipment.

DESCRIPTION: The program correlates various Home Economics Wage Earning courses with English and Mathematics and its major purpose is to strengthen basic skills and facilitate individual adjustment to a regular academic and occupational program.

Ninth graders entering Murray-Wright High School have an opportunity to learn math and reading interrelated with exploratory career mini-courses. To assist the students in making the transition from junior to senior high school, emphasis is placed upon increasing the individual's success level and reducing educational frustations. Therefore a team approach is used to vividly increase the relevancy of academic learning and promote a more integrated learning process. A preponderance of practical experiences provide the opportunity to learn through a process of trial and error without the pressure of mastering the traditional "right or wrong" evaluations.

The math teacher, English teacher, and home economics teacher in the MAC program cooperatively plan lessons which require mastering academic skills in order to complete career exploratory projects. At the end of the MAC experience (3 semesters), the student will evaluate his strengths and weaknesses and decide upon a course of study which seems most appropriate to his needs and abilities.

PLACE: Flint Community Schools

TITLE: SIECO — Secondary Interdisciplinary Economics

CONTACT: Alex Toth
Administration Building
923 E. Kearsley Street
Flint, Michigan 48502

DATA: A first year project for economics teachers, high school counselors, and students.

DESCRIPTION: A new economics curriculum has been devised that is designed to develop the student's ability to understand economic principles and to cope successfully in the economic sector. Emphasis is placed on concepts and materials that are of practical use for the student in all stages of his life, especially in the area of career education and finally in the student's choice of and progress in a career area.

Another area of emphasis in this program is the preparation of teachers and counselors to meet the economic needs of high school students and first year graduates. Inservice is used to increase teacher's competencies in the field of economics and consumer education and to increase their awareness of student economic needs, and to prepare counselors for their role as economics and career counselors in order to provide for regular involvement with students in the economic and employment sector.

PLACE: Flint Community Schools

TITLE: Schools of Choice (Alternatives in Education)

CONTACT: Theodore Fisher
Schools of Choice
571 E. Fifth Avenue
Flint, Michigan 48503

DATA: Two junior high and three senior high schools form the Schools of Choice.

DESCRIPTION: The Flint Community Schools, with the assistance of the C. S. Mott Foundation, has developed the Schools of Choice for that segment of the student body who, for several reasons, feel that the traditional schools are, not meeting their needs. Academic requirements are the same as those found in all Flint Schools, and are in fact heavily emphasized as the program functions to meet each individual student's academic needs at that point in time. Schools of Choice was selected as a designation for this educational facility because it is not an alternative school. It consists of schools that provide many alternatives. The inclusion of five separate schools under the category of Schools of Choice allows even greater freedom to provide the diversification necessary for the success of the program goal. Students are provided the opportunity to continue their education through a program that is success-oriented with emphasis placed on individualized instruction that is able to incorporate flexible scheduling, and that is goal-oriented (as opposed to subject-matter oriented). The five schools are the Alternative High School, the Fine Arts High School, Continuation School for Pregnant Girls, The Alternative Junior High School and the Open Junior High School.

PLACE: Flint Community Schools

TITLE: Student Placement Office

CONTACT: Jack Martin
Student Placement Office
Administrative Building
923 E. Kearsley Street
Flint, Michigan 48502

DATA: Coordinates work experience and placement efforts for students and graduates.

DESCRIPTION: The Student Placement Office functions to coordinate the efforts of students seeking jobs and the efforts of employers seeking qualified individuals to work for them. The major emphasis is on providing placement and counseling services for all students and graduates, and on providing one central contact for interested businessmen.

The Service is staffed by a director, secretary and four full-time placement specialists, each assigned to one of the high schools. The placement specialist's function is to work with the business community while the high school counselor helps the student in his career decision-making process. The counselor-aide provides the communication link between the counselor and the placement specialist, and provides the expertise necessary to promote good organization of information and coordination of services. In addition, Work Experience Management Teams composed of staff who are involved with the work experience programs, have been formed at each school.

PLACE: Fraser Public Schools

TITLE: Hand Held Calculations in the Classroom

CONTACT: Robert E. Peterson
Fraser High School
34270 Garfield
Fraser, Michigan 48026
(313) 293-5100 (Ext. 360)

DATA: Math students in grades 10 through 12. Practice has existed one semester. Materials — 30 hand held calculators.

DESCRIPTION: The purpose of the project is to find the achievement effect and student attitude change when all students have the use of hand held calculators. Classes involved are consumers math, and algebra for a total of 360 students. The evaluation design is pre-post tests using the Standard Achievement, Advanced Battery tests.

PLACE: Garden City Public Schools

TITLE: Community Corps

CONTACT: Gary Faber and Geraldine Kiessel
Garden City Public Schools
1333 Radcliff
Garden City, Michigan 48135
(313) 425-4900

DATA: Grades K-12. Length of Operation: 1 year.

DESCRIPTION: The purpose of this project was to develop a volunteer talent recruting system that school personnel can utilize. This system allows Garden City Faculty to spend more time with students individually on skills and enrichment activities. Volunteers alleviate many "busywork" tasks for which teachers are responsible. Much research has been done and school volunteers have proven to be a useful force in Community/School Relations.

Objectives of Volunteer Program: (1) to provide one-to-one relationship of student to adult where the situation permits; (2) to attempt to bridge the "generation gap" by providing opportunities for cooperative interaction and communication; (3) to provide additional help to teachers in their instructional situation; (4) to provide citizenship education in real situations in the school and in the community, (5) to make social participation relevant by involving residents in school services; (6) to enhance residents' concerns for the general welfare of students; (7) to offer opportunities for residents to utilize their own interests, talents, and skills; (8) to enable the residents to experience the rewards of their involvement.

Outline of Program Procedure: (1) teacher initiates request for volunteer; (2) submits to coordinator for volunteer placement; (3) coordinator sends to principal for approval; (4) principal approves/denies, forwards to teacher; (5) teacher contacts volunteer — sets screening (orientation); (6) teacher notifies principal of screening date — screens; (7) teacher sets date of service — notifies principal; (8) volunteer service to school; (9) teacher fills in volunteer service record and evaluates service.

PLACE: Garden City Public Schools

TITLE: Garden City Work-Study Youth Employment Program

CONTACT: Kenneth H. Smith, Work Study Coordinator
Burger Jr. High School
30922 Beechwood
Garden City, Michigan 48135
(313) 425-4900

DATA: Any Garden City resident from the age of 14-21. Length of operation — two years. Materials — filing material, telephone and office space.

DESCRIPTION: Objectives: (1) to facilitate immediately the gainful employment of students in the Garden City Public Schools; (2) to establish an ongoing, comprehensive community effort which will facilitate the gainful employment of students in the Garden City Public Schools; and in doing so: (a) to encourage the participation of the four junior highs, and two senior highs in the placement of students in suitable work situations; (b) to develop a working among the co-op coordinators, work study coordinator and the counselors in each building; (c) to involve community employers in the development and maintenance of the effort.

Major Responsibilities: (1) interview and register job seekers; (2) receive and register information from employers regarding job vacancies; (3) help establish cooperative working relationships with co-op coordinators, work study coordinator and counselors in each building; (4) establish cooperative working relationships with employers and personnel directors; (5) help select applicants for job vacancies; (6) help make known to students and employers the services available through the Garden City Youth Employment Office; (7) help conduct systematic follow-up referrals and placements as may be required by administration; (8) help prepare reports and summaries as directed; (9) help promote interest in and awareness of the employment service through systematic contacts with local employers.

PLACE: Godwin Heights Public Schools

TITLE: Alternative Education

CONTACT: Mr. Charles Arnone
50 — 35th Street, S.W.
Wyoming, Michigan 49508
(616) 245-0461 (Ext. 134)

DATA: Ninth through 12th graders. Practice has existed two years. One teacher who can design curriculum for students plus two aides.

DESCRIPTION: The goal of the program is to help motivate students who feel negative toward the regular, structured curriculum to achieving a high school education. A screening committee selects 9th graders according to a set criteria. These selected students stay in the program for four years and eventually receive a diploma. The instructors have written mini-courses for all high school subjects at various levels and these courses are selected by the project director and the students. Attendance, achievement, and drop-out rate has improved greatly.

PLACE: Grosse Pointe Public Schools

TITLE: Vocational and Academic Skills Training Program (VAST)

CONTACT: Kathleen M. Herschelmann, Ph.D.
Grosse Pointe South High School
11 Grosse Pte. Blvd.
Grosse Pointe, Michigan 48236
(313) 884-3200

DATA: Sixty-nine special needs (disadvantaged and handicapped) students at Grosse Pointe South High School. First year of a three-year project. Vocational teachers and paraprofessionals. Special equipment: e.g. typewriter with light instead of bell for deaf students. Complete evaluative and cost data are available.

DESCRIPTION: "Enable the student who is not succeeding in the regular classroom environment to meet both vocational and academic success" is the purpose of VAST and its partner, Alternative Education. Seven counselors selected 90 students who were either handicapped or disadvantaged from the 2300 plus student body. Seventy-nine students chose to be in VAST, and 55 disadvantaged and 14 certified handicapped students are in the program today. VAST is funded by the State of Michigan Department of Education Vocational Education and Career Development Services and pays for a job placement coordinator, necessary supplies for the students, in-service workshops and paraprofessionals in the 5 programs: Medical Aides, Commercial Foods, Office, Distributive, and Automotives. The programs are competency based, and each student determines which objectives he will meet (in contract form) with his teacher. The paraprofessionals then reinforce the teaching and give assistance to the special needs students. Students who were not succeeding last year *are* succeeding this year, and the program has been expanded to include our other high school in '75-'76.

PLACE: Grosse Pointe Public Schools

TITLE: Career Guidance Program at Grosse Pointe South High School

CONTACT: Kathleen M. Herschelmann, Ph.D.
Grosse Pointe South High School
11 Grosse Pte. Blvd.
Grosse Pointe, Michigan 48236
(313) 884-3200

DATA: Students at the high school, teachers, and Elementary and Middle School students. Length of operation — two years. People in the World of Work. Materials — "Tools of the Trade" as brought in by the Community, Career Survey Instruments Available on all Students.

DESCRIPTION: Preparation for earning a living as well as living a life is the purpose of the Career Guidance Program at Grosse Pointe South High School. Examples of implementation are: Career trips and conferences held as determined by student needs assessment and video-taped; e.g., 6 conferences on Health (The Professionals in Medicine, The Medical Educators, Allied Health, The Technicians, Students in Health Careers, and the Medical Team). Other conferences included: Law and Law Enforcement, Armed Services, Communications (3) Visual — Sound — Written, Engineering (2) Preparation and Practice — 5 Fields in Engineering. 600 pus individual career conferences with career counselor initiated by students. Friday career awareness and exploration sessions for students in Alternative Education. Infusion of career education into the curriculum via career in-service workshops for teachers taught by the career counselors and using community resources. Sharing career education objectives and resource information with 5 other school systems. First and third graders' day at the high school viewing presentations by music, co-op, and home economics students and having lunch in the cafeteria and typing in the classroom. Presentations in middle schools by high school students on preparing for careers. Interest testing and course elections based on career cluster interest.

PLACE: Godwin Heights

TITLE: Reading Center

CONTACT: Mr. Charles Arnone
50 — 35th Street, S.W.
Wyoming, Michigan 49509
(616) 245-0461 (Ext. 134)

DATA: Any student who desires to improve his reading skills, comprehension, and speed. 1975-76 will be the first attempt after closing a similar concept 3 years ago. One reading teacher, one aide, and 2 college aides. Two rooms will have to be set aside to handle the hardware and software to be utilized. Criteria must be determined by Reading Staff.

DESCRIPTION: Students can either be referred to the program or voluntarily come in for assistance. The teacher will also serve as a reading resource person to the staff. Students will be serviced on an individualized prescriptive basis. Diagnosis will be carried out by the Reading Staff. Upon completion of the course of study, reading credit will be given for 45 hours of participation. Students will be in the program for specific reasons, which they will know, and individual performance objectives for each student will be generated.

PLACE: Jackson Public Schools

TITLE: Aviation Construction

CONTACT: Charles Maclarlane
3445 Cambridge Avenue
Jackson, Michigan 49203
School (517) 783-2873 Home (517) 784-0202

DATA: Eleventh and twelfth grade students enrolled in Jackson Public Schools. Practice has existed 5 years (1969-1975) excluding 1973-74 school year. Good Industrial Arts background (no special teachers). Materials — aviation quality metal, wood, fabric; wood and metalwork tools and equipment.

DESCRIPTION: Course involves the construction of an aircraft, certified and licensed by the Federal Aviation Authority (FAA). This aircraft is built by the students, and upon completion (two years time) is test flown, then sold.

Students not only learn about the materials and methods, but also learn how to work together, and use many practical things learned in Mathematics and Science classes. They develop a high degree of pride in the project as well as a feeling of responsibility. Students work to performance objectives established for the course. Evaluation is through accomplishment of performance objectives and written tests on information covered in class.

PLACE: Jackson Public Schools

TITLE: Jackson Alternative School

CONTACT: Richard F. Dutton
1409 Cooper Street
Jackson, Michigan 49202
(517) 782-8159

DATA: Eighty-five student (capacity). Practice has existed 4 years. Special teachers needed — 5. Materials — monies for individual instructional materials, cassettes, video tape recorder.

DESCRIPTION: The Jackson Alternate School is designed to serve youths whose special needs require a substitute for the traditional school setting. At capacity, this school offers an instructional program for 85 youngsters from thirteen to eighteen years of age.

The curriculum includes basic skill classes in mathematics and reading, exploratory classes, enrichment activities, business classes, work credits, and a variety of situations whereby the student attends other schools part-time. Special programming is available for pregnant girls.

The general purpose of this school is to enable the student to reenter the mainstream of this community as a self-capacitated and productive human being.

Specifically, three objectives are sought: (1) that 75% of the students will attend school 75% of the time enrolled; (2) that delinquent acts will be reduced by 50% over a comparable period prior to entry into the program; (3) that basic skills in mathematics and reading will be improved at least one month in level for each month in the program.

To accomplish these objectives, each student is expected to enroll and attend classes on a full-time basis. Diagnostic testing, interviews, and staff observations begin the process of revealing the student's strengths and weaknesses along with the most appropriate learning style. Then, the staff negotiates contracts with students in order to implement activities geared to their personal needs. Time is reserved for acquiring personal adjustment skills and for resolving problems. In order to track their growth, students receive a progress report card every two weeks.

PLACE: Lansing Public Schools

TITLE: Dwight Rich Learning Center

CONTACT: Patricia Wilson
Lansing Public Schools
Lansing, Michigan 48910

DATA: Seventh, eighth and ninth graders. Length of operation: two years. Attendance varies. Those servicing the Learning Center include one reading teacher, one full-time teacher with elementary background, one part-time high school teacher, two aides, peers, high school students, M.S.U. students and volunteers.

DESCRIPTION: This area is not a reading center as it does not concern itself solely with remedial reading problems. Nor is it strictly for remedial work in content areas. The objective of the Center is to assist all content area teachers by providing a place for students to get assistance when doing alternate, remedial or supplementary work. It's also a place where teachers can acquire supplementary materials for use in the classroom, and help in planning how to assist students with reading that's peculiar to their content area. The Center also provides a quiet place for make-up tests and reading for enrichment.

Students are sent to the Learning Center on a referral basis. The content area teacher, counselors and the reading teacher assess the need through classroom accomplishments, and achievement test scores, and as a team decide, through testing, informal evaluations and conferences, the length of time and objectives to be accomplished.

PLACE: Lansing Public Schools

TITLE: Adapted Sports and Physical Fitness for Boys

CONTACT: Ignatius J. Konrad
J. W. Sexton High School
Lansing, Michigan 48915
(517) 489-1461

DATA: Physically disabled male students. Length of operation: 3 years. Teachers needed: A teacher qualified in the area of remedial therapy methods for the physically disabled. The teacher must also be qualified in the specific areas of attaining physical fitness. Equipment: Exercise

machines, weights, chinning bars, mats, horizontal ladders, vertical peg board, climbing ropes, skip ropes, and adequate exercise areas.

DESCRIPTION: The program has been the outgrowth of my observation of the needs of individual students in the area of physical fitness that had never been met before in the system-wide, traditional methods of physical education.

The long range goal is to enable each student to reach his ultimate in physical fitness.

In essence this program is two-fold: (1) to rehabilitate students who have sustained injuries which prevent them from engaging in normal physical activity. This rehabilitation is instituted after medical consultation; (2) to enable the student to work toward his individual physical fitness potential. Individual goals are set after evaluation in which each student is given a series of strength tests. Within this structure there are all levels of attainment.

To reach these goals, individual exercise programs are developed for each class member. The weight machines and all other equipment, along with calisthenics, are utilized in developing individual exercise programs.

Every week each boy is tested in five areas of endeavor, i.e. sit-ups, push-ups, standing broad jump, pull-ups, and 300-yard shuttle run. Test scores are evaluated in relation to previous scores by the individual.

These teaching methods have proven to be effective by the performance of some of the class in the U.S. Marine Youth Physical Fitness tests. Even though, obviously, not every boy has attained the ultimate in physical fitness, records show that each boy has made substantial improvement based on his ability.

The program has been in existence for 3 years. No specific funds have been allocated to this program. All materials and equipment were a part of the equipment routinely provided by the school.

PLACE: Lansing School District

TITLE: The Everett Student Club

CONTACT: Theda Rudd, Student Club Advisor
Everett High School
3900 Stabler St.
Lansing, Michigan 48910
(517) 393-5810

DATA: Committee structured student organization. Faculty advisors for each committee. Second year of operation. Membership on a volunteer basis, only requirement is a desire to improve the school community. Membership: 240 students.

DESCRIPTION: The unique features of this organization includes structure, emphasis, and membership. The Everett Student Club allows any interested student, regardless to class, GPA, or area of interest, to experience a satisfying involvement in school affairs. The members volunteer, choosing the committee most reflective of their personal interest. In addition, there is the option of generating other committees.

Each committee selects officers for operational purposes and defines desired goals. The student committee has a faculty advisor. Each has the power to raise and disburse funds, and sponsor projects and activities related to their goals. The organization is currently composed of eleven committees. Membership varies from 10 to 65 students, depending on the goals established and the most manageable number for that committee. These groups provide student input to the staff, as well as suggest policy improvements. They are viewed as a responsible representation of concerned students.

Students meet only with their committee, with an occasional general session of the entire membership, called when needed. Once each semester a membership drive is held. Students join by signing up for the committee of their choice. Committee membership automatically makes them members of Student Club. The organization is held together by the "Executive" committee. This is composed of three elected officers, and one representative from each committee. This group has no executive power, but functions to facilitate communication between members, and organizes general sessions and projects involving the total club. The executive committee insures each committee the financial and moral support it needs to function effectively.

The secret of success for these autonomously operating committees is commitment by the students involved, communication between committees, and supportive faculty advisors. As we move towards individualized academic learning in our school, we consider individualization of extra-curricular experiences most appropriate. Student's complaints that traditional student organizations were non-functional, too bureaucratic and not representative of the majority, inspired this approach. Our committees are task-oriented and emphasis specific interests. Some examples of our current committee roster would be: "Pep and Spirit," "Social," "Student Activities," "International," "Student Relations," and "Ecology."

Students in our Student Club have the strength and support of a large student organization, as well as a method of generating student projects and expressing student concerns. Yet, students feel comfortable and significant in their committees. The end product is increased student participation in the improvement of our school community.

PLACE: Lansing School District

TITLE: Consumer Education (Dollars and Sense)

CONTACT: Mrs. Judith Woodland
Everett High School
3900 Stabler
Lansing, Michigan 48910
(517) 393-5810

DATA: An elective course open to juniors and seniors; first year of operation.

DESCRIPTION: "Dollars and Sense" is an 18 week simulation experience in earning, spending and decision-making. Each student consumer is employed by the instructors and is paid $.50 per minute when in class. Base salary therefore is $35.00 per class period or $175.00 per week. If absent or tardy $.50 is deducted for each minute absent. Individual work is evaluated in dollars and added to the base pay as bonus money on payday.

The class is divided into consumer groups, each headed by the paymaster, who keeps attendance records on each consumer. Every Friday the paymaster makes out checks for his/her consumers jotting down the regular minutes that he/she has accumulated. After acquiring the earned bonus money from the teacher for that week the consumer adds up his/her gross pay and proceeds to figure all deductions to finally arrive at net pay. All amounts are kept on an "Accumulated Record Sheet" for the semester.

Each payday a check list of "Payday Responsibilities" is handed out letting the employee know what he must accomplish. This will include directions for depositing the net pay in a savings and/or checking account, real life expenditure situations such as an emergency trip to the hospital for a fractured wrist and paying the bills, replacing a muffler on the car, donation to charitable organizations such as the Community Chest, and instructions for making a major purchase such as housing, car, or furniture. When the student deposits money in savings or checking accounts, an entry is placed in the appropriate "book" and a deposit slip is filled out and placed in the finished work basket for the teachers to

keep. When the student spends money, the purchase must be by check, a check written and placed in the finished work basket, a notation in the check register, and the transaction explained in a journal to which the student can refer if there is a question about details such as the deductible amount on an auto insurance policy.

The curriculum is divided into the following 13 units: Values and Decision-making, Our Economy, Credit, Personal Finance, Insurance, Transportation, Housing, Furniture, Clothing, Food, Recreation, Taxes, and Consumer Complaints and Protection.

Each unit is set up with a cover sheet containing: Objectives, Visuals, References, Handouts, Evaluation Activities (each worth bonus money) and Quest Activities (overtime money). Three days per week the student is expected to work toward completion of evaluation activites which are placed in the "finished work basket" when completed.

One day is usually used for total class experiences such as a field trip, outside speakers, skits, instructor lectures and class discussion. Although this may be variable, Friday is always reserved for payday. Evaluation activities include as many different techniques for learning as the instructors can incorporate to keep enthusiasm and interest on a high plateau.

During payday and individual study days the instructors are free to circulate as resource people and give individual help. Two instructors are currently teaming, representing the Social Studies and Home Economics Departments together with one math aide from the Math Department. As many as 66 students could be enrolled during one class period but the normal enrollment has been approximately 40 students. Two texts are available for reference material: "The American Consumer", by Herbert Jelley and "Living in a Consumer's World", by Finkelstein and Nitzburg.

PLACE: Lansing Public Schools

TITLE: Academic Interest Center

CONTACT: Dr. William Helder
500 W. Lenawee
Lansing, Michigan 48933
(517) 485-8161 (Ext. 335)

DATA: Students enrolled in any of the four Lansing high schools. Practice has existed five years. Materials — lab equipment and materials for advanced science and other elective courses.

DESCRIPTION: The academic interest center is a service center located in the center of the district to serve students from the four high schools in the district. No student is required to attend classes at the center, nor are students permitted to enroll at the center in so many courses that they would be required to stay all day. It is designed to increase the special course offerings available. When special programs no longer serves the needs of students (no enrollment), it is dropped from the curriculum. New courses are generated jointly by students and staff at the center.

PLACE: Montcalm Area Intermediate School District

TITLE: Alternative Education for Learning Enrichment (APLE)

CONTACT: Bruce A. Suardini, Project Director
621 New Street
Stanton, Michigan 48888
(517) 831-5262

DATA: Seven 12th graders. Length of operation: 2 years. Five teachers, 1 counselor, 2 aides.

DESCRIPTION: The purpose of the program is to develop and implement an alternative education program for Montcalm County Schools who have neither the space or the teaching staff that could work with the low motivated truant, discipline or academic youngster. We have 5 referring centers in the county that all the districts may enroll the so called "problematic student" to for academic and counseling help.

Our goals are to reduce the specific behavior that the student has been referred for and to increase academic skills in the regular classroom. We are co-funded by the Office of Criminal Justice and by the local school districts. Our aim is that of crime prevention.

PLACE: Plymouth Community School District

TITLE: Career Center

CONTACT: Donald Chumbley
8415 Canton Center Road
Plymouth, Michigan 48170
(313) 453-3100

DATA: Students and teachers at the Plymouth Centennial Educational Park. Practice has existed one year. Director needed. Materials — one room in each high school, tests and job information.

DESCRIPTION: The Career Center is designed to help students define their career interests and make available to them information on careers. The centers have a complete listing of civil service openings and conducts a job placement service for all Plymouth students both present and past and is available during school hours.

We plan to assist teachers in correlating their subject matter to current and future career possibilities. The Center sponsors special career weeks on special fields such as business or art.

PLACE: Port Huron Area School District

TITLE: Physically Impaired Student Vocational Project

CONTACT: Thomas K. Smith and Paul Michalsen
Port Huron High School
2215 Court St.
Port Huron, Michigan 48060
(313) 984-2611

DATA: Physically impaired students. Practice has existed one year. Orthopedically certified teacher. Materials — purchased materials and tools. Teacher prepared materials.

DESCRIPTION: The physically impaired students of Port Huron High School are assembling fishing trollers as a classroom industry project. The students are engated in the complete process of manufacturing and packaging. Each student's production time is recorded and profit from the sale is distributed on the basis of each student's production.

The course objective is to provide a vocational opportunity which gives experience in developing good work habits and attitudes through producing a marketable product.

PLACE: Port Huron Area School District

TITLE: Futuristics — Social Sciences

CONTACT: Dick Dougherty — Walt Lyszak
Northern High School
1799 Krafft Rd.
Port Huron, Michigan 48060

DATA: Juniors and seniors in high school. Length of operation: one year (two semesters). Special teachers needed — Social Studies/Science. Futures oriented materials.

DESCRIPTION: Our interdisciplinary course is a one-semester elective offering to juniors and seniors for two hours per day. The course deals with the projection of social and applied sciences into the 21st Century. It stresses the complexities of future planning and deals with such topics as ecology, land use, regionalism, cyborgs, cyrogenics, and other technological and biological advances into the next century.

Students go into the community to interview and conduct research on various topics with the ultimate aim of formulating a plan of their own for the Blue Water Area. Reading requirements include *Future Shock* (specified areas), *The futurist* magazine, science fiction paperbacks, and other materials based on the future.

A credit is received in both science and in social science. Assistance is also solicited from drafting students in preparing visuals for planned presentations. Each student is required to demonstrate the basic skills of problem solving, including research and analysis. Each will also prepare visual concepts of an area predicated on the future.

PLACE: Ravenna Public Schools

TITLE: Pal-Lab (Tutorial Program)

CONTACT: Alvina Meyers
Ravenna High School
Ravenna, Michigan 49451
(616) 875-8147

DATA: High school students. Practice has existed ½ year. An adult who can supervise, do the scheduling, find materials. Materials — remedial materials, textbooks on cassette tapes, study carrols. People in community donated paperback books, magazines, carpet for an "informal" area, and time as tutors.

DESCRIPTION: Ravenna High School's PAL-LAB was originated for the purpose of having students help other students in a positive, pleasant atmosphere. This PAL-LAB is a room where students can come to work, help, or be helped in the subject areas they indicate. An application must be filled out to help, or be helped. Students are then matched by study halls and/or class release time. The only criteria for being a tutor is that the student must have at least a "B" average in that particular class. The same student can give and get help from PAL-LAB. An evaluation of PAL-LAB was made through questionaires filled out by the students, teachers comments, and an improvement in students grades. Both students and teachers have donated their time to help promote the success of PAL-LAB.

PLACE: Romulus Community Schools

TITLE: Child Care Training Program

CONTACT: Jan Fairbanks
9650 South Wayne Road
Romulus, Michigan 48174
(313) 941-2170 (Ext. 68)

DATA: High school juniors and seniors. Three- and four-year old children from the community. Length of operation: 2 years. Vocational child care teacher and preschool teacher. Nursery school facility and equipment — indoor and playground. Observation room for high school students. Resource materials used by high school students for study and research.

DESCRIPTION: The purpose of the two-year Child Care program is to prepare students for employment as aides or assistants in child care facilities — nursery schools, day care center, kindergartens, special programs for young children.

Students enroll in the first year course, Child Development, in their junior year. They study development of the child from birth to age six, theories of child rearing, research and discuss issues in child rearing and child behavior. Students develop observation skills by watching children in the child care lab. Resource materials are used to familiarize students with the development of a child care program for young children and to acquaint them with appropriate activities for young children used within a program.

During the second year, in Applied Experiences with Children, high school students work directly with children as aides in the Romulus High School Children's Center (lab). The students plan and carry out activities, snacks, and group experiences with children under the direction of the head teacher. As the year progresses, students assume more responsibilities. By the end of the preschool year, students are planning and carrying out most of the preschool program.

The child care lab operates Monday through Thursday. Friday is used as a discussion and planning day. A rotation plan is implemented to give students experience in actual work with children, in observing children, and in possible field work in the community.

PLACE: Romulus Community Schools

TITLE: Career Exploration in Auto and Recreational Vehicle Trades

CONTACT: Robert L. Hall — Douglas N. Hoffman
9650 S. Wayne Road
Romulus, Michigan 48174
(313) 941-2170

DATA: Tenth grade students. Length of operation: 2 years. Special teachers needed — automechanics and small gas engine — Vocational Certificate. Materials — automotive and small gas engine tools and components.

DESCRIPTION: The Auto I program is designed to allow the student to develop basic mechanical knowledge and skills which will be of value to him when he enters either the Vocational Automechanics or Vocational Recreational Vehicle program. The student attends class one semester with a Vocational Automechanics instructor and one semester with the Vocational Recreational Vehicle instructor. Minimum standards of performance must be met by the student in Auto I, and he must demonstrate a desire to enter either the Automechanics or Recreational Vehicle Trade before he is recommended to enter either Vocational class in the eleventh grade. Students who do not meet the minimum standards are another vocation which may be better suited to their needs, abilities, and interests.

46

PLACE: Romulus Community Schools

TITLE: Faculty Support Center

CONTACT: Mrs. Diane Allen or Mrs. Florence Satterlee
Romulus High School
9650 S. Wayne Road
Romulus Michigan 48174
(313) 941-2170

DATA: Eleventh and twelfth grade students. Length of operation: regular school year. Vocational Business Majors. Materials — electric typewriters, Copier II, Mag Card MTST, Thermofax, Ditto Machine.

DESCRIPTION: The Faculty Support Center is operated through our two-hour office education block program. Students process work that is turned in by faculty members. It is actual work experience for them, and they have many decisions to make. The work is done by any of the following methods: Copier II, Ditto, Transparancy, Thermofax Copy, Thermofax Ditto, Mag Card with card on file, or Mag Card without card on file. When a member has work to be done, he fills out a work order form designating the method to be used, the number of copies wanted, and when. After the order is completed, the work is delivered along with the work order form. The work is evaluated on the form, which is then returned to the work center. We have been amazed at the "variety" of work received.

PLACE: Southfield Public Schools

TITLE: SLICE/SHAPE (Decrease The Dropout Rate)

CONTACT: Jean King
24661 Lahser
Southfield, Michigan 48075
(313) 354-7622

DATA: Students from both district senior high schools. Practice has existed this current 1974-75 school year. Regular teachers in unique schedule.

DESCRIPTION: The idea for program to motivate students to continue their high school education was conceived, simultaneously, in both of Southfield's senior high schools.

A team of teachers from Southfield-Lathrup developed goal statements for a program using career education as the common motivational factor for learning and retention.

The objective of the project is to bring about an increase in the retention of identified potential school-leavers who are underachievers because of undersirable attitudes toward schools.

Besides an increase in the retention of these students, it is hoped that the following by-products will result: (1) improvement in attitude toward school; (2) improvement in basic academic skills; (3) awareness of career opportunities; (4) job placement through community involvement.

PLACE: Springfield High School

TITLE: "Making a Career Out of Successful Living"

CONTACT: Jeanette R. Grandstaff
Springfield High School
Springfield, Michigan 49015
(616) 962-5523

DATA: Grades 10-12. Length of operation: 3 or 4 weeks. Communications teacher.

DESCRIPTION: A three or four week unit designed to help young people look for their own alternative ways of handling problems or situations in which they are involved.

Through the use of situational games and group discussions, young people are encouraged to take charge of themselves and their actions; and recognize their individual responsibility for making important decisions which affect their lives.

Students are encouraged to inventory their own values, sort out those which are most meaningful, and apply them to their daily lives.

PLACE: Springfield High School

TITLE: "Affective Weekending" (Self-Awareness)

CONTACT: Jeanette R. Grandstaff
Springfield High School
Springfield, Michigan 49015
(616) 962-5523

DATA: Grades 10-12. Length of operation: 1 year. One student teacher, 8 students, certified community teacher. Materials — campsite and equipment.

DESCRIPTION: A weekend designed to teach self-awarness and interpersonal communication skills to secondary school students, grades 9-12.

Students camp together from Friday night to Sunday night. Various games and simulations are used to point up the necessity for self-awareness as a skill which makes one better able to function productively and happily in a group. Students are in large and small groups throughout the weekend. They are asked to be teachers, commentators, innovators, and learners in various situations. Subjects covered are "Me," "You and Me," "Our Group," "Me in the Group," "Our Group and Yours," and "Us." Evaluative data is available.

PLACE: Thornapple Kellogg School District

TITLE: Plastics Program

CONTACT: Ted Curtis
3885 Bender Road
Middleville, Michigan 49333
(616) 795-3394

DATA: Tenth, eleventh, and twelfth graders. Practice has existed two years. One teacher with background in plastics education. Plastic raw materials and plastics forming equipment.

DESCRIPTION: Students learn to set-up jobs and to operate plastic processing machines. Various molding and fabricating processes are included in the course. The teaching strategies include using goal statements and performance objectives.

PLACE: Warren Consolidated Schools

TITLE: High School Art

CONTACT: William Gordon, Principal
Sterling Heights High School
12901 15-Mile Road
Sterling Heights, Michigan 48077
(313) 939-5900

DATA: Practice has existed one year. Materials — art equipment.

DESCRIPTION: Sterling Heights High School has developed an elective art program that offers students a variety of 16 different art classes. Offered are such 20-week courses as commercial art, sculpturing, jewelry, pottery, fibers, drawing, painting, studio.

This program allows students to specialize and receive detailed instruction.

As a result of this program, art instruction was improved and art enrollments have increased.

PLACE: Warren Consolidated Schools

TITLE: Language Arts Mini-Unit Program

CONTACT: Paul Latham, Principal or Marian Zehe, Teacher
Hartsig Junior High
8525 Cole
Warren, Michigan 48093
(313) 573-9602

DATA: Ninth grade students. Practice has existed three years.

DESCRIPTION: The ninth grade language arts program is designed to encourage growth in written and oral expression and improvement of clear and orderly thinking. The course is divided into several "mini-units" for the purpose of exposing students to many areas of interest and importance. Offerings are designated as being predominantly reading, writing or a combination of reading and writing. All students are required to select a mini-unit in "study skills" plus a minimum of one reading and one writing unit. Students select a total of eight mini-units plus the study skills unit, each lasting four weeks.

Some of the mini-units offered include: Basic Writing, Exposition, Argumentation, Narration, Description, Research Paper, Report Writing, Drama, Short Story, Novel, Science Fiction, Biographies.

Student selection occurs in the fall after an orientation program is conducted to acquaint the students with the course offerings and requirements.

Students and staff endorse the concept as being effective and highly motivational to students. Teachers like the opportunity to teach units of which they have special skills and interests.

PLACE: Warren Consolidated Schools

TITLE: Performing Arts Workshop

CONTACT: Ms. Debbie Lewis & Ms. Betti Decker
Cousino Senior High School
30333 Hoover Road
Warren, Michigan 48093
(313) 751-6400

DATA: Approximately 50 eleventh and twelfth grade students. Two hour class period, five days per week. Practice has existed three years. Drama and dance teachers. Materials — follow spots and special effects.

DESCRIPTION: The Performing Arts Workshop was initiated to provide a live theatre experience for the elementary school students in our area.

Fifty students participate in the production of approximately 120 performances of two dramatic productions designed for children and tour the elementary schools during the two hour class period.

The program is team taught and provides the students with an opportunity to design and build easily transportable sets, construct costumes and work with special effects, lighting and sound equipment. Each production is double and/or triple casted to allow for absences and rehearses for approximately 4-5 weeks. Transportation for cast members and properties is provided by the school district.

Expansion of the program this year included a special production designed for junior high students which was produced and directed by second year senior workshop students.

The response to the program has been such that we are unable to schedule as many performances as requested from outside our school district.

PLACE: Warren Consolidated Schools

TITLE: Physical Education Seminar Canoe Trip

CONTACT: James Elliott
Cousino Senior High School
30333 Hoover Road
Warren, Michigan 48093
(313) 751-6400

DATA: Eleventh grade physical education oriented students (co-ed). Practice has existed 11 years. Drivers with some canoe experience. Camping equipment.

DESCRIPTION: The project is a three day camping canoe trip on the Pine River near Cadillac. The main purposes of the project are group planning and cooperation through canoeing and cooking. Obtaining of equipment, menues and plans are done by the students. The students rent a township hall and we hold a square dance which is attended by some local people. Upon completion of the trip, the students have a three day "rap" session on their experiences, mainly centering around relations with classmates. Human relations and understanding become the most important learning experience with outdoor abilities and achievement coming second.

PLACE: Warren Consolidated Schools

TITLE: Drug Abuse Task Force for Evaluation

CONTACT: David Young, Dir. of Pupil Personnel Services
W.C.S., Administration Building
29900 Lorraine
Warren, Michigan 48093
(313) 751-1100 (Ext. 226)

DATA: All secondary students, teachers, parents, and the Board of Education. Practice has existed one year. Four teachers had to be provided with substitutes for a few half days.

DESCRIPTION: A district task force, composed of administrators, counselors, teachers, social workers, and nurses, was organized into interview visitation teams of three persons each.

These visitation teams have conducted interviews in all 13 secondary schools and a small sampling of elementary schools. These interviews are intended to obtain the candid opinions of people regarding the effectiveness of the district's drug regulations and drug education program. All teachers and a sampling of students are also completing a written survey.

LOCALLY IDENTIFIED PROMISING EDUCATIONAL PRACTICES IN TEACHER IN-SERVICE

PLACE: School District of the City of Berkley

TITLE: Design for Improvement:
The Three-Year Plan for Curriculum and Staff Development

CONTACT: Dr. Samuel Flam
3127 Bacon
Berkley, Michigan 48072
(313) 543-6000

DATA: Board of Education, Instructional Staff. Practice has existed 2 years.

DESCRIPTION: Berkley's Design for Improvement: The Three-Year Plan for Curriculum and Staff Development is a systematic tool which enables the school district to focus its resources on long-range goals and objectives.

The "Design of Improvement" is an integral function of an educational change process which facilitates a continuing cyclical reassessment of district needs and identification of program priorities.

The plan contributes toward providing order, and direction to the expenditure of human resources and the allocation of funds in Berkley School District.

Among the principal outcomes of the "Design of Improvement" have been adoption of a district philosophy, identification of major goals, setting of curriculum and instructional priorities, and translation of the district's priorities, into building level and department level program. The plan incorporates a renewal process wherein each year a reexamination of available resources, existing priorities together with any resultant modifications extend and cycle the plan through a continuing three-year time frame.

PLACE: School District of the City of Berkley

TITLE: State Assessment Test Results:
Computer Based Local District Analysis Display Format

CONTACT: John G. Fernane
3127 Bacon
Berkley, Michigan 48072
(313) 543-6000

DATA: Instructional Staff. Practice has existed 2 years. Materials — district computer or computer access terminal.

DESCRIPTION: The Berkley school district has developed a computer based data display format which facilitates analysis of district MEAP test results by building, grade, subject, year and region.

The data is generated on the district's IBM-3780 terminal which is on line with the computer facilities at the intermediate district, Oakland Schools. The data is executed on the county computer through a district designed RPG program. The program displays test results of all district schools in the following configurations: gross score printouts by year; school scores-variance year 2 to year 1; school scores — variance from district values — variance from state values; grade 7 feeder school scores — variance from junior high values.

The district has also developed a variety of test data display formats and review procedures and strategies to promote staff assessment and evaluation activity related to MEAP test results.

PLACE: Detroit Public Schools

TITLE: Calligraphy: Designing with Letters

CONTACT: Mr. Jules Trattner, Director
Art Education
842 Schools Center
5057 Woodward Avenue
Detroit, Michigan 48202
(313) 494-1560

DATA: Primary unit teachers. Length of operation: 1973-74 school year. Materials — miscellaneous art supplies.

DESCRIPTION: Purposes of the project: to assist primary teachers who teach their own art. To give teachers some insight into the correlation between language art and the visual arts — the combination of visual and verbal communication in which words, ideas and images are unified in art expression. To use a beginning approach to lettering and writing that is free, exploratory. Using letters, words, prose, poetry and numbers as expressive elements in drawings and paintings and as works of art complete in themselves.

To emphasize the concept of letters as abstract forms, not necessarily limited to transmission of words, to examine the great potential for visual design, used in interesting patterns, colors and shapes. To acquaint teachers with the many uses for calligraphy in making booklets, lettering poems and quotations, for use on posters and bulletin boards.

From this artistic play with letters and words, the child grows in the use of language. A six page illustrated bulletin was prepared for distribution to teachers, with a brief background on calligraphy and suggested activities for the primary classroom. A number of schools (in all regions) were asked to participate in this project as an experiment. Teachers were encouraged to submit examples of children's work at the end of 6 weeks. From these examples a collection of representative work was assembled for future use. An art clinic for primary teachers was held in each region. A representative from each school attended and brought some art materials for working. The meetings included discussions and demonstrations of a variety of techniques.

PLACE: Ingham Intermediate School District

TITLE: Teacher Development Center

CONTACT: Sandra L. Wallen
Ingham Intermediate School District
2630 West Howell Rd.
Mason, Michigan 48854
(517) 676-1051

DATA: Classroom Teachers, administrators, consultants. Practice has existed one year.

DESCRIPTION: The goal of the program is to provide teachers with alternative teaching strategies and skills. It is a unique, three-day training and support system. It was developed by the Houston Independent School District with Title III funds and the concept has spread to other states including Georgia and Minnesota.

The content of the program is presented through a format called Behavioral Skills Labs (BSL). The format is designed to provide the physical and social cues which signal the teacher's movement through five or six distinctively alternative ways of managing teacher-student interaction and student-curricula interaction.

The program also has a follow-up component which enables the teacher to move in small steps to a more complex and efficient level of instructional management.

PLACE: Lansing School District

TITLE: SEE Teacher Resource Center

CONTACT: David Cross
519 W. Kalamazoo St.
Lansing, Michigan 48933
(517) 485-8161 (Ext. 344)

DATA: All elementary teachers and principals, secondary science teachers, K-12 Environmental Education Steering Committee. Practice has existed 4 years. Science and Environmental Education Consultant, paraprofessional to work with materials. Sample sets of all elementary and secondary science programs, sample textbooks of other materials, workshop sets of materials to conduct in-service, living cultures and elementary science supplies.

DESCRIPTION: The Science and Environmental Education Center (SEE) is a unique in-service center for all teachers in the Lansing School District.

It is a two-room complex in connection with the Science Consultant's office, set up to provide all the materials and space necessary to hold workshops, university courses, steering committee meetings, program and textbook selection committee studies.

In addition to these group activities, space, equipment and materials are provided to permit teachers to work on individual projects to take back to their classroom.

The SEE Center also provides a loan service to the buildings of materials to try out, to help the building staff make program decisions, and provides a variety of cultures of living things from paramecium to crickets to fish that are available for building use.

While we have not made a formal evaluation, teachers are making extensive use of this center and indicate that it is a great assistance to them.

PLACE: Ludington Area School District

TITLE: "Cooperative Bootstrat In-Service for Smaller Educational Units"*
(* Combined student population 6,000)

CONTACT: Dr. Donald L. MacFadyen
809 E. Tinkham Avenue
Ludington, Michigan 49431
(616) 845-7303 (Ext. 46)

DATA: Professional staff, paraprofessional staff and public. Practice has existed 2 years. Staff cooperation for planning and implementation. "Make-It, Take-It" portions of the program requires general art construction material.

DESCRIPTION: *Purpose*: The purpose of the project is to provide staff development, in-service education, and share teacher developed ideas and programs. Through the cooperation of the Intermediate School District and the three constituant local school districts, a large enough base population is generated to lower unit costs of in-service. The program also provides a means for bringing various educational leaders to our staffs and communities to deal with staff identified needs and wants.

Implementation: Constituent units provide the same day for in-service on all school calendars. Local teacher organizations and their state organization unite to support the practice. A volunteer committee representing all units and the non-public schools of the area is formed. The committee meets on both released and non-released time. Leadership is assumed by the instructional staffs for program planning, implementation and evaluation.

Program: The program is planned to provide mini-sessions that offer alternatives for staff to choose between. "Make-It, Take-It" workshops in longer time segments are emphasized. Speakers are selected to deal with general topic for large groups in contrast to mini-sessions that are directed to various aspects of elementary or secondary education. Commercial educational exhibitors have also supported the program through display of their products.

Evaluation: Evaluation questionnaires have shown support for the program. However, the program is less successful in meeting the needs of high school teachers and they are less supportive of the program than other segments of the serviced population.

Copies of past programs and evaluations supplied upon request. Cost breakdown sent upon request.

PLACE: Macomb Intermediate School District

TITLE: Volunteer Parent Classroom Aide Training Program

CONTACT: Pierce H. McLeod
44001 Garfield
Mount Clemens, Michigan 48043
(313) 465-2101 (Ext. 202)

DATA: Parents in any of the 21 local districts served by the M.I.S.D. Practice has existed 7 years. Materials for making books, games, and manipulative teaching devices along with some A/V equipment.

DESCRIPTION: When the principal, staff and parents of a local school decide they would like to utilize classroom aides, they contact the M.I.S.D. for service. The program consists of 8 two hour sessions held on a weekly basis. Topics include the following: (1) orientation (role and responsibilities of the classroom aide); (2) individual differences in child growth and development; (3) learning to read and some developmental inhibitors to the process; (4) communication activities — the core of the curriculum; (5) children as authors and publishers; (6) word study and word analysis activities for children; (7) how to use audio visual aids in the classroom; (8) managing children in the classroom environment.

Parents are encouraged to visit classrooms and observe children early in the program. The principal is encouraged to participate in the sessions and interact with the parents and seminar leader. At the end of the program the parents complete a written evaluation of the program.

About 3,000 parents have been trained through this program. The written evaluations have been very positive. We have modified the program only slightly over the last 5 years. Evaluation data available.

PLACE: Macomb Intermediate School District

TITLE: Curriculum Intern Program

CONTACT: Pierce H. McLeod
44001 Garfield Rd.
Mount Clemens, Michigan 48043
(313) 465-2101 (Ext. 202)

DATA: Teachers in 21 school districts. In fourth year of operation. Persons with leadership potential. A variety of professional materials. A variety of learning experiences.

DESCRIPTION: Each year the M.I.S.D. selects five teachers from local school districts to participate in a program designed to enable them to acquire: (1) a broad perspective of elementary education; (2) practical experience in curriculum development; (3) an advanced degree.

The Macomb County Intermediate School District is providing a two-year program to prepare classroom teachers for opportunities that may be presented to them by their local school district to demonstrate curriculum leadership.
(1) Participants will be provided on-the-job training dealing

with content and method in teaching language arts, mathematics, science and social studies. This training carries the option of university graduate credit; (2) participants will be trained in the diagnosis and remediation of learning difficulties, particularly as they relate to reading. This training carries the option of university graduate credit; (3) participants will be provided opportunities to work with students within the framework of a professional team composed of the consultant, the interns, the classroom teachers, and student teachers in various curriculum improvement projects; (4) participants will be paid at the level of the fourth step of the BA schedule in their district during the first year and at the fifth step of this schedule during the second year. Payment will include the local district fringe benefits. Participants will be assigned to the Intermediate School District by their local school districts and will retain their local school district tenure. You will be assured of a classroom teaching position upon return to your districts. The entire cost of this program will be paid by the Macomb Intermediate School District.

To be eligible, participants must (1) have had at least three years of successful teaching experience in the elementary grades; (2) have at least a bachelor's degree from a qualified institution; (3) have a valid elementary teacher's certificate and (4) be willing to pursue an organized course of graduate study in the field.

The selection of participants is made on the basis of (1) past teaching experience; (2) professional credentials; (3) recommendations from the applicant's building principal and the local district curriculum administrator and (4) a personal interview.

PLACE: Macomb Intermediate School District

TITLE: Career Development Activities, An Infusion Process Model

CONTACT: Geard J. Putz
44001 Garfield
Mount Clemens, Michigan 48043
(313) 465-2101 (Ext. 256)

DATA: Elementary teachers. Practice has existed two years.

DESCRIPTION: Macomb Intermediate has developed a booklet "Career Education Development Activities". The purpose of the booklet is to develop representative career development activity cards in the area of self-awareness and career awareness. These activity cards are intended as a model of an integrated classroom approach which could be expanded by the classroom teacher.

PLACE: Rudyard Area Schools

TITLE: Humanistic, Individually Prescribed, Personalized Instruction (HIPPI)

CONTACT: Jerry Methner
R. J. Wallis Elementary
Kincheloe AFB, Michigan 49788
(906) 495-5740

DATA: Three classroom teachers. Length of operation: two years. One half time aide. Normal materials for individualizing and establishing learning centers.

DESCRIPTION: Purpose is to provide a learning atmosphere that is more like home and community; close association with children of more than one age level; responsibility during the school day to more than one adult; freedom within limits, to make choices and decisions that will influence motivation and provide instruction at the level which each child is capable.

Implementation — one section each of 2nd, 3rd, 4th graders who move freely between the three rooms. Reading and math groups done cooperatively between all three teachers, social studies, science, and language departmentalized. Continued access to library for research and study. Music, art, and p.e. scheduled concurrently to provide a block of time for teachers to plan and coordinate. Average gain recorded by Gates MacGinitie Reading test from May to May 1.2 grade levels.

PLACE: Schoolcraft Community Schools

TITLE: Teacher Developed and Tested Positive Based Learning System

CONTACT: Nadine A. Bawkey
Schoolcraft Middle School
747 E. Clay
Schoolcraft, Michigan 49087
(616) 679-5201

DATA: Students in any grade who are one or more grade levels below in Math/Reading/Language. Practice has existed 2 years. Thirteen volunteer teachers trained in behavioral engineering. Teachers attend a weekly seminar by Dr. Howard Farris (WMU) at Schoolcraft.

DESCRIPTION: The purpose of the project is to develop and objectively determine the effectiveness of new educational strategies. Each of the methods used must be rigorously tested and openly demonstrated to be effective, before being adopted as a generally teaching procedure. Evaluation is carried on by both teachers in the classroom and an independent evaluator. The use of known positive procedures is stressed and new ones are act vely sought. A positive attitude toward learning is the ultimate goal for the program.

The project is divided into two parts. The first part involves a year long in-service seminar for the participating teachers. The second part is a tutorial arrangement for the teachers designed to assist them with the implementation of the skills and materials developed during the class sessions.

LOCALLY IDENTIFIED PROMISING EDUCATIONAL PRACTICES IN ADULT EDUCATION

PLACE: City of Dearborn

TITLE: Helping Parents to Understand Their Young Children

CONTACT: Dr. Phyllis Lueck, Early Childhood Consultant
4824 Lois
Dearborn, Michigan 48126
(313) 582-0441 (Ext. 242)

DATA: Parents and young children. Practice has existed one year. Early childhood consultant. Room set up for consultation as described below.

DESCRIPTION: As a memorial to the late Ruth Hartke, former Early Elementary Education Consultant in the Dearborn Public Schools, a room was established where individual children might be observed in a play situation or where parents of children from one through five years might consult with a child development specialist. The room was divided by a partition with a one-way viewing glass.

Parents, first, discussed their concerns with the specialist and, then, where it was deemed advantageous, the child was seen. Parents were concerned with questions of giftedness, discipline, delay of development of various behavior, family problems and others. Some parents and/or children were referred to intraschools personnel, (e.g., the principal, social worker, nurse) and others to outside agencies.

Benefits included allaying concerns of parents, early identification of parents, early identification of children who may experience difficulty in school, and good public relations with the community.

PLACE: Detroit Public Schools

TITLE: Consumer and Homemaking Education Program for Adults with Special Needs

CONTACT: Mary Chancellor, Supervisor
Family Life Education
Board of Education
5057 Woodward
Room 976 — Home Economics
Detroit, Michigan 48202
(313) 494-1661

DATA: Adults enrolled in Consumer and Homemaking Education Program for Adults with Special Needs. Length of operation: 39 weeks — regular school year. Home Economics teachers and Consumer Conultant Aides (some Spanish speaking). Homemaking equipment and materials, community resources.

DESCRIPTION: This project provides comprehensive and relevant homemaking and family life education for disadvantaged adults with emphasis on consumer education based on community needs.

Adults completing this course will be able to: (1) apply knowledge that will promote improved consumer practices; (2) identify practical and logical ways in which personal goals may be met which produce satisfying results to family members; (3) apply techniques for dealing with everyday consumer problems — credit; all facets, purchasing food, clothing, appliances, medical needs and services, home furnishings, housing, transportation, and any other expressed needs; (4) identify consumer rights and responsibilities.

PLACE: Flint Community Schools

TITLE: Thirteenth Year Counseling Program

CONTACT: Barbara Heck
Administration Building
923 E. Kearsley Street
Flint, Michigan 48502

DATA: The counseling departments at the high schools have been reorganized so that each counselor is now responsible for graduates as well as for a caseload of high school students. Specifically, first year graduates are mailed two surveys, one in the fall and one in the spring. Counselors work toward a goal of one hundred percent return and are responsible for contacts where requested and other follow-up functions generated by these surveys. Surveys are mailed only to first year graduates, but any high school graduate is encouraged to contact his high school counselor whenever he wishes.

DESCRIPTION: As preparation for this program, high school seniors meet with their counselors to discuss the draft, job seeking skills, and the availability of counseling at their high school after they graduate. They also fill out work dossiers in order to expedite any future referrals to the Student Placement Office.

PLACE: Marquette-Alger Intermediate School District

TITLE: Communication Skills Training for Parents and/or Teachers

CONTACT: Jeffrey L. Miller
427 West College Avenue
Marquette, Michigan 49855
(906) 228-9400

DATA: Approximately 200 adults have participated in the program. Practice has existed 1972-1975. People trained in Communication Skills Training Program.

DESCRIPTION: It is a recognized fact that positive feelings, attitudes and interpersonal relationships should be an integral aspect of the educational and home settings. Research has clearly demonstrated the importance of the parent-child and teacher-child relationships and how those affect learning and child development.

Although the importance of the affective domain and a positive relationship is continually stressed by the State Department of Education, universities, psychologists, child development and educational researchers, very few people are actually trained or naturally possess necessary communication skills. One method of meeting these needs in children, their parents and teachers, is through "Communication Skills Training" (C.S.T.). People taking the C.S.T. may be trained to operate their own training course for other people they wish to help. They may become a "co-trainer" or a "lead trainer."

PLACE: School District of the City of Pontiac

TITLE: Senior Citizens Creative Arts Program

CONTACT: John J. Moreau
Department of Community Education
101 E. Pike Street
Pontiac, Michigan 48058
(313) 857-8311

DATA: Senior Citizens — aged 55 and over. This is the second year. Special teachers needed — yes. Special materials or equipment — yes.

DESCRIPTION: From 12:30 p.m. until 4:00 p.m. each Friday, adults over 55 years of age meet at the Creative Arts Center to enjoy the comradeship and instruction which the Center offers. Free transportation is provided to and from most of the Senior Citizen complexes in Pontiac, so everyone can take advantage of the opportunity to learn ceramics, sculpture, photography, jewelry-making, macrame, needlepoint, and weaving. All materials are provided and instruction is free. Many trips are planned and are available to those who attend the Center.

This activity is sponsored by the Department of Community Education of the School District of the City of Pontiac.

PLACE: School District of the City of Pontiac

TITLE: Parent Childhood Education Program

CONTACT: John J. Moreau
Department of Community Education
101 E. Pike Street
Pontiac, Michigan 48058
(313) 857-8311

DATA: Parents. Practice has existed one year. Special teachers needed — yes. Special materials or equipment — yes.

DESCRIPTION: Parent Childhood Education Program is designed to assist parents in establishing a sound educational base for their pre-school children. Literature for Children, Pre-school Techniques for Parents, Child Development, and Home and Family Living, are courses which may be taken with or without high school credit granted.

These classes are offered at various centers throughout the community and are offered free to participants.

LOCALLY IDENTIFIED PROMISING EDUCATIONAL PRACTICES IN SCHOOL ADMINISTRATION

PLACE: Berkley School District

TITLE: Scheduling & Organization of Students

CONTACT: Joseph Haddad, Director of Special Education
Elizabeth Ferguson, Spec. Educ. Classroom Coordinator
2077 Oxford Road
Berkley, Michigan 48072
(313) 399-8734

DATA: Special education resource rooms and general education classrooms. Practice has existed 2 years.

DESCRIPTION: The Wall Chart is a tool for managing routine classroom scheduling and organizational problems.

A gridwork is placed on a bulletin board approximately 3 x 4 ft. in dimention. Across the top are days of the week, and along the left side are the periods of the day. Cards are inserted with thumb tacks indicating which students are being serviced at that time. Cards may also be posted to indicate activities, instructional groups, major movement in and out of the classroom, or similar logistics.

The Wall Chart can be changed as often as necessary and is appropriate to deliver both organizational assistance and flexibility.

This project has been accepted for publication in, *Academic Therapy*, sometime in 1975-76.

PLACE: Center Line Public Schools

TITLE: Improvement of Instruction Through Self-Evaluation

CONTACT: Mr. Fred Thimm, Asst. Supt. for Instruction
Center Line Public Schools
6775 East Ten Mile Road
Center Line, Michigan 48015
(313) 757-7000

DATA: Two hundred ninety-seven teachers and administrators in Center Line Public Schools. Practice has existed 2 years. Consultant help from Wayne State University. A budget of $500 per year plus in-service time.

DESCRIPTION: Basically the Improvement of Instruction Through Self-Evaluation can be described in the following way:

A district-wide steering committee is responsible for the implementation and over-all supervision of the program. The committee is composed of representation from all grade levels and classifications of professional staff, the President of the Center Line Education Association (or his designee), and is chaired by a teacher.

The steering committee meets when called by the chairman to plan and present in-service programs as needed. They may make use of consultant services from outside the district. The committee provides ongoing training for building teams and serves as a resource in providing expertise to meet the specific needs identified by those building teams.

Personnel in each building and district-wide departments are responsible for developing annually a plan for themselves. The plan may be identical for all staff in the group or may be based on individual needs, but it must include all personnel and be adopted by majority vote by the building staff. Individual differences in teacher readiness are taken into consideration. The plan includes the process(es) to be used and the resources needed to carry out the plan.

A building team composed of the principal and two teachers selected by the teachers in the building is responsible for the implementation of the building plan and seeing that it is met by every member of the staff.

Each teacher is his/her own evaluator. He/she identifies an evaluator consultant or consultants who assists the teacher in self-evaluation according to the plan in the building or department. Every teacher is free to request from the building team specialized assistance as necessary.

No written record is kept of the evaluation process except at the discretion of the teacher.

Various sample materials are enclosed. Evaluation data is not available at this time.

PLACE: Grosse Pointe Public Schools

TITLE: Youth Service Division

CONTACT: Dr. Joseph Spagnoli
389 St. Clair
Grosse Pointe, Michigan 48230
(313) 885-2000

DATA: Students in K-12, including non-public as well as public school students. Length of operation: four years. Four youth officers, defined as school liaison officers. Materials and equipment for presentations about substance abuse. Equipment used in public safety work.

DESCRIPTION: The Board of Education and the five Grosse Pointe communities, have joined together in a cooperative program to organize the Grosse Pointe Youth Service Division. The division consists of four officers, two of which are assigned to each end of the school system. One municipality is the contracting agency and the YSD members are employed by the contracting municipality. Each participating unit contributes on a pro-rata basis for the cost of operating the Division.

Duties and responsibilities of the YSD include, but are not limited to the following: Working with school personnel; substance abuse programs; contacts with law offenders and with families of troubled children; investigate complaints involving youth; investigate complaints about child abuse, neglect, delinquency, drug abuse; work with social workers, counselors administrators; inform youth of the role of various social agencies; create leadership and responsibility among youth.

PLACE: Grosse Pointe Public Schools

TITLE: School Volunteers Program

CONTACT: Dr. Joseph Spagnoli
389 St. Clair
Grosse Pointe, Michigan 48230
(313) 885-2000

DATA: All students. Length of operation: two years.

DESCRIPTION: The School Volunteers program is designed to enrich the educational program by making fuller use of special talents in the community, to provide assistance to teachers in carrying out non-professional duty, and to increase interaction between the school and the community. A Board of Education policy guides the program, and outstanding service to the school is recognized annually by the Board of Education through an awards program.

PLACE: Grosse Pointe Public Schools

TITLE: Community Educational Assessment

CONTACT: Dr. James A. Adams, Superintendent
389 St. Clair Avenue
Grosse Pointe, Michigan 48230
(313) 885-2000 (Ext. 59)

DATA: Entire community. Length of operation: one year. Access to persons in statistics and evaluation. Materials — access to computer services.

DESCRIPTION: A questionnaire was designed to poll all community residents to obtain answers to these questions: 1. What do people think of their public schools and libraries? 2. What do they think are these institutions' strengths and weaknesses? 3. What are our citizens' priorities for the programs of the schools and libraries? 4. Are the schools and libraries meeting these priorities? 5. Is the public generally satisfied with the quality of the schools?

Data tabulated from returns (using composite scores) provide insights into the thinking of four groups (community, professional staff, parents, and high school students) on the importance and quality of all areas of the school system's curriculum and extra-curricular activities. Grosse Pointe's Community Educational Assessment is the first step of long and short range programs with far-reaching implications for the curriculum, for staff development, for school system organization, and for financing Grosse Pointe's public schools and libraries. The opinions, perceptions, and comments gathered are providing the Superintendent with a major resource for making recommendations to the Board of Education for educational improvement.

PLACE: Grand Rapids Public Schools

TITLE: Enrichment and Alternatives in the Grand Rapids Public Schools

CONTACT: Robert Stark, Director of Pupil Svs. & Alt. Ed.
Tom Neat, Director of Educational Park
143 Bostwick Ave. N.E.
Grand Rapids, Michigan 49502

DATA: Public.

DESCRIPTION: The Grand Rapids Public Schools have published a booklet titled *"Enrichment and Alternatives in the Grand Rapids P.S."* which describes a number of programs currently available to students and adults.

PLACE: L'Anse Creuse Public Schools — (Middle School — Central)

TITLE: Reporting to Parents

CONTACT: Dr. Tom Scullen and Mr. Ronald Johnson
38000 Reimold Road
Mount Clemens, Michigan 48043
(313) 468-0851

DATA: Reporting to Parents. Practice has existed 2 years. Materials — telephone, list of good guys from teachers.

DESCRIPTION: Administrators have called four or five parents each week regarding students who are doing well academically, trying harder, or demonstrating a good attitude. Teachers supply the names and the principals call the parents indicating why their youngsters are doing a good job and how pleased the staff is that they are in our school.

Parents, students and teachers have realized positive results. L'Anse Creuse passed the last millage election 3 to 1; a noticeable decrease in vandalism is apparent. Over 80% of the Middle School students are involved in one or more of the 27 extra curricular activities.

This positive approach has enabled our school to be more flexible and take better advantage of community resources. Over 300 parents volunteered for a single fund raiser, 20 parents help out once a week on individualized reading, the gym is in use five nights a week and the cafeteria four nights. The door is always open during week days, yet we are able to prominently display art work on walls and hang paintings, and have open garden without fear of destruction.

In summary, our student body has developed a strong commitment towards their school as a direct result, at least in part, to our Good News Calls.

PLACE: Roseville Community Schools

TITLE: Public Relations Promotion

CONTACT: John A. McLeod, Principal
Carl Brablec High School
Roseville, Michigan 48066
(313) 771-4001

DATA: School patrons. Practice has existed 1 year. Principals and department heads, personnel.

DESCRIPTION: As a high school principal I have found it exceedingly difficult to get and keep parents involved and informed.

We have instituted a Continental Breakfast format where we invite up to 40 parents once a month. The parents are selected at random. The program format is as follows: (1) the principal and key professional personnel discuss school programs and problems; (2) open discussion, questions and answers; (3) tour of school plant and classrooms; (4) post critique.

The program is designed to last not more than 1 hour and 45 minutes. This year we have had over 200 parents participate in this program. It has proved to be one of the most effective public relations programs we have undertaken. Toward the end of the year we were getting phone calls from parents requesting to participate.

Unlike evening Open houses the parents see the school in action. All indications are that they like what they see and what they don't like we give them an opportunity to tell us about it.

PLACE: Warren Consolidated Schools

TITLE: Reporting to Parents

CONTACT: Paul Latham, Principal
Hartsig Junior High School
8525 Cole
Warren, Michigan 48093
(313) 573-9600

DATA: All junior high students and parents. Practice has existed 1974-75. Materials — new report card and new progress report forms.

DESCRIPTION: In order to improve the communication between junior high parents and our nine schools, a teacher-counselor-administrator committee developed and implemented the following: (1) a more explicit report card which includes an effort mark along with achievement and behavior marks, (2) semi-annual parent-teacher conferences held over two days at three different times of the day; (3) a progress report form which provides a place for parents to return a written response. Teachers are provided with a checklist and narrative format.

Our evaluation is in process, however, preliminary returns indicate good acceptance on the part of all concerned. The conferences were especially well received.

SUBJECT INDEX

CAREER EDUCATION

Affective Weekending — Self-Awareness ... 47
Aviation Construction ... 43
Career Awareness Education ... 31
Career Center ... 45
Career Development Activities—An Infusion Process Model ... 53
Career Education Program ... 15
Career Exploration in Auto and Recreational Vehicle Trades ... 46
Career Exposure for Kindergartners ... 14
Career Guidance Program ... 42
Career Labs ... 25
Child Care Training Program ... 46
Elementary Career Education Pilot Program ... 7
English Mini-Course for Exploring Careers ... 28
Faculty Support Center ... 47
Making a Career Out of Successful Living ... 47
Middle School — Career Exploration ... 27
Murray-Wright Adjustment Center — Home Economics Career Education ... 40
Plastics Program ... 47
Slice/Shape — Decrease the Drop-Out Rate ... 47
Student Placement Office ... 41
Vocational and Academic Skills Training Program (VAST) ... 42
Work-study Youth Employment Program ... 42

CLASSROOM MANAGEMENT

Accountability-Based Instructional ... 19
The Basic Skills Project on Instructional Management Approach ... 32
Contracts and Contract Learning ... 13
Flexible Grouping ... 15
Hand Held Calculators in the Classroom ... 41
Humanistic, Individually Prescribed, Personalized Instruction (HIPPI) ... 53
I.G.E. Continuous Progress Multi-Unit School ... 20
Multi-Level Classrooms ... 10
Pilot Program for English ... 27
Region 4 Open School (Primary) ... 9
Scheduling and Organization of Students ... 61
Teacher Developed and Tested Positive Based Learning ... 53
Team-Taught Multi-Aged Classrooms ... 21
Tinkham Management System ... 20

COMMUNITY INVOLVEMENT

Academic Interest Center ... 45
Academically Talented Itinerant Program ... 14
Bicentennial Quilted Drapes ... 7
Citizens' Safety Committee ... 13
Communication Skills Training for Parents and/or Teachers ... 57
Community Corps ... 41
Community Educational Assessment ... 62
Community Involvement Day ... 17
Community Volunteer Aide Program ... 30
Cooperative Bootstrap In-Service for Smaller Educational Units ... 52
Dwight Rich Learning Center ... 43
Futuristics — Social Sciences ... 46
Helping Parents to Understand Their Children ... 57
Helping Teacher Program for Elementary Students with Learning Difficulties ... 9
Parent Childhood Education Program ... 58
Parent Tutoring Program ... 16
Pre-Kindergarten Program ... 3
Pre-School Library Hour ... 3
Project Contact ... 32
Public Relations Promotion ... 62
School Community Activities ... 31
School Volunteers Program ... 61
Senior Citizens Creative Arts Program ... 58
Student Services Center ... 39
Super Saturday ... 7
Thirteenth Year Counseling Program ... 57
Unlocking School Library Doors—Library Paraprofessionals ... 12
VIP Club (Volunteers in Progress) ... 28
Volunteer Parent Classroom Aide Training Program ... 52
Youth Service Division ... 61

COMPUTER ASSISTED INSTRUCTION

Computer-Based Local District Analysis Display Format ... 51
Hand Held Calculators in the Classroom ... 41
Systematic Instruction in Math: A Plan for Learning and Evaluation ... 27

CURRICULUM

Accountability-Based Instructional Management System ... 19
Aviation Construction ... 43
BASC — Building Arithmetic ... 39
Basic Skills Project on Instructional Management Approach ... 32
Calligraphy: Designing with Letters ... 51
Competency-Based U.S. History ... 30
Consumer and Homemaking Education Program for Adults with Special Needs ... 57
Consumer Education (Dollars and Cents) ... 44
Contracts and Contract Learning ... 13
Cooperative Bootstrap — In Service for Smaller Educational Units ... 52
Curriculum Intern Program ... 52
Design for Improvement — The Three Year Plan for Curriculum and Staff Development ... 51
Environmental Education Program ... 26
Faculty Support Center ... 47
Futuristics — Social Services ... 46
Hand-Held Calculators in the Classroom ... 41
High School Art ... 47
Ideas and Investigations in Science — ISS ... 31
Individualized Math and Reading Correlated with Learning Stations ... 15
Individualized Reading Skills ... 10
Individualizing of Basic Reading and Math Skills ... 14
Integrated Day Approach ... 12
Introduction to Science ... 32
Junior High Foreign Language ... 33
Language Arts Growth ... 33
Mini Courses for Middle School English ... 29
Objective Referenced Middle School Science ... 29
Outdoor Education — Camping ... 35

Plastics Program ... 47
Pioneer Living Unit: Language and Social Experiences ... 10
SEE Teacher Resource Center ... 52
Seventh Grade Individualized Math Program ... 29
SIECO — Secondary Interdisciplinary Economics ... 40
Systematic Instruction in Math: A Plan for Learning and Evaluation ... 27
Sixth Grade Outdoor Learning Experience Program ... 26
S.O.C. — Student Oriented Curriculum ... 39
Team Teaching Individualized Programs ... 31
Tinkham Management System ... 20
U.S. Playground Map ... 12
Value Education ... 25

ENRICHMENT

Academically Talented Itinerant Program ... 14
APLE — Alternative Education for Learning Enrichment ... 45
Consumer Education (Dollars and Cents) ... 44
Creative Dramatics Team of Four ... 11
Environmental Education Program ... 26
Ethnic Center ... 11
Female and Male Awareness Groups ... 15
Flex Period ... 27
Gifted Program ... 21
Junior High Foreign Language ... 33
Outdoor Camping — First and Second Grade ... 18
Physical Education Seminar Canoe Trip ... 48
Pilot High School Enrichment Program for Gifted Jr. High ... 35
Pre-School Library Hour ... 3
Project TALENT ... 10
Plastics Program ... 47
Sixth Grade Outdoor Learning Experience Program ... 26
SOC — Student Oriented Curiculum ... 39
Workshop-Seminars for Talented Elementary Students ... 9
Young Authors Conference ... 18
Young Authors Program ... 11

EVALUATION

Community Educational Assessment ... 62
Computer Based Local District Analysis Display Format ... 51
Cooperative Bootstrap In-Service for Smaller Educational Units ... 52
Drug Abuse Task Force for Evaluation ... 48
Improvement of Instructional through Self-Evaluation ... 61
Making a Career out of Successful Living ... 47
Reporting to Parents — L'Anse Creuse ... 62
Reporting to Parents — Warren Consolidated ... 62
Systematic Instruction in Math: A Plan for Learning and Evaluation ... 27

FINE ARTS

Bicentennial Quilted Drapes ... 7
Calligraphy: Designing with Letters ... 51
Creative Dramatics Team of Four ... 11
Early Childhood Education ... 8
Ethnic Center ... 11
High School Art ... 47
Language Arts Mini-Unit ... 48
Performing Arts Workshop ... 48
Senior Citizens Creative Arts Program ... 58
Special Subject Program for Sixth Grades ... 21
Traveling Art Show ... 13

INDIVIDUALIZED INSTRUCTION

Academically Talented Itinerant Program ... 14
Basic Skills Student Tutorial Program for Language Arts ... 18
Classroom Yoga for Special Education Students ... 28
Consumer Education (Dollars and Cents) ... 44
Contracts and Contract Learning ... 13
Cross-Age Tutoring ... 19
Environmental Education Program ... 26
Franklin Junior High Cross-Age Tutoring Program ... 35
Gifted Program ... 21
Helping Teacher Program for Elementary Students with Learning Difficulties ... 9
Humanistic, Individually Prescribed, Personalized Instruction (HIPPI) ... 53
Ideas and Investigations in Science — ISS ... 31
I.G.E. Continuous Progress: Multi Unit School ... 20
Individualized Math and Reading Correlated with Learning Stations ... 15
Individualized Reading Skills ... 10
Integrated Day Approach — Individualization and Learning Centers ... 12
Introduction to Science ... 32
Junior High and Elementary Tutoring Program ... 34
Junior High Student Tutoring Program ... 34
Language Arts Growth ... 33
Multi-Age Individualized Program ... 12
Multi-Level Class for High Achievers ... 17
Multi-Level Classrooms ... 10
PAL-LAB — Tutorial Program ... 46
Parent Tutoring Program ... 16
Pilot High School Enrichment Program for Gifted Junior High Students ... 35
Pre-School Program ... 4
Project TALENT ... 10
Pupil Tutoring Pupils — Learning Station Concept ... 19
Reaching Out-Individualization of Basic Reading and Math Skills ...
Reading Center, Godwin Heights ... 43
Reading Center, Waverly Schools ... 34
Reading Clinic ... 25
Reading is Fun ... 30
Responsibility, a Progress Approach ... 8
Slice/Shape — Decrease the Drop-Out Rate ... 47
Seventh Grade Individualized Math Program ... 29
Students as Teacher-Aides in Special Programs ... 31
Study Buddy (Cross-Age Tutoring) ... 16
Team Teaching Individualized Programs ... 31
VIP Club (Volunteers in Progress) ... 28
Workshop/Seminars for Talented Elementary Students ... 9

LANGUAGE ARTS

Advancement in Spelling Skill through Individualized Study and Teaching ... 26
Basic Skills Student Tutorial Program for Language Arts ... 18
Calligraphy: Designing with Letters ... 51
Career Education ... 15

Communication Skills Training for Parents and/or Teachers
English as a Second Language ... 14
English Mini Course for Exploring Careers, Exploring Me in the World of Work ... 28
Home Start Pre-School Program ... 4
Individualized Reading Skills ... 10
Individualization of Basic Reading and Math Skills ... 14
Junior High School English Additive ... 25
Language Arts Growth ... 33
Language Arts Mini-Unit Program ... 48
Language Arts Program ... 33
Library Skills Development ... 32
Pilot Program for English ... 27
Pioneer Living Unit: Language and Social Experiences ... 10
Pre-School Library Hour ... 3
Pre-School Program ... 4
Pre-School Speech Program During Regular School Year and Summer School ... 3
Reading Center — Godwin Heights ... 43
Reading Center — Waverly Schools ... 34
Reading Clinic ... 25
Reading is Fun ... 30
Reading Skill Development — Continuous Progress ... 30
Reporting to Parents ... 62
Video Reading Program ... 26
Words Through Pictures ... 30
Young Authors Conference ... 18
Young Authors Program ... 11

GUIDANCE

Volunteer Parent Classroom Aide Program ... 52
Career Guidance Program ... 42
Druge Abuse Task Force ... 48
Drug Counseling Group ... 34
Helping Parents to Understand their Young Children ... 57
Improvement of Instruction through Self-Evaluation ... 61
Parent Childhood Education Program ... 58
Pre-Kindergarten Program ... 3
Pre-School Program ... 4
Pre-School Speech Program During Regular School Year ... 3
Project Contract ... 32
Psychological Services at Special Education and Secondary Summer Schools ... 40
Schools of Choice — Alternatives in Education ... 41
Student Assistance Program ... 33
Student Placement Office ... 41
Student Service Center ... 39
Thirteenth Year Counseling Program ... 57
Youth Service Division ... 61

KINDERGARTEN

Career Exposure for Kindergartners ... 14
Early Childhood Education ... 8
Flexible Grouping in Kindergarten ... 15
Physical Fitness for Kindergartners ... 15
Pre-School Speech Program During Regular School Year and Summer School ... 3
Transitional Rooms ... 8

LEARNING DISABILITIES

Academic Interest Center ... 45
Helping Teacher Program for Elementary Students with Learning Difficulties ... 9
It's a Cinch! An Eclectic Approach to Learning ... 16
Learning Development Program for Elementary Students with Learning Difficulties ... 17
Oral Plus — Communications for the Deaf ... 9
Perceptual Development Program ... 20
Physically Impaired Student Vocational Project ... 45
Pre-School Speech Program During Regular School Year and Summer School ... 3
Psychological Services at Special Education and Secondary Summer Schools ... 40
Reading Clinic ... 25
Student Assistance Program ... 33
Transitional Rooms ... 8

LEARNING — MEDIA CENTERS

Academic Interest Center ... 45
Dwight Rich Learning Center ... 43
Ethnic Center ... 11
Faculty Support Center ... 47
Individualized Math and Reading Correlated with Learning Stations ... 15
Integrated Day Approach — Individualization and Learning Centers ... 12
Reading Center — Godwin Heights ... 43
SEE Teacher Resource Center ... 52
Unlocking School Library Doors—Library Paraprofessionals ... 12
Video Reading Program ... 26

PHYSICAL EDUCATION

Adapted Sports and Physical Fitness for Boys ... 43
Classroom Yoga for Special Education Students ... 28
I Can — Physical Education for the Elementary Impaired ... 18
Instructional Swim ... 8
Physical Education Seminar Canoe Trip ... 48
Physical Fitness for Kindergartners ... 15
Pre-Kindergarten Program ... 3
Special Subject Program for Sixth Grades ... 21
Super Saturday ... 7
Swimming for the Handicapped ... 16

READINESS — TRANSITIONAL

Instructional Swim ... 8
Perceptual Development Program ... 20
Pre-School Library Hour ... 3
Pre-School Speech Program during Regular School Year and Summer School ... 3
Transitional Rooms ... 8

REMEDIAL

Academic Interest Center ... 45
APLE — Alternative Education for Learning Difficulties ... 45
Consumer and Homemaking Education Program for Adult with Special Needs ... 57

Classroom Yoga for Special Education Students ... 28
Helping Teacher Program for Elementary Students with Learning Difficulties ... 9
Improvement of Instruction through Self-Evaluation ... 61
Language Arts Growth ... 33
Oral Plus — Communications for the Deaf ... 9
Physically Impaired Student Vocational Project ... 45
Pre-Kindergarten Program ... 4
Reading Clinic ... 25
Reading is Fun ... 30
Reading Skill Development — Continuous Progress ... 30
Slice/Shape — Decrease the Drop-Out Rate ... 47
Student Assistance Program ... 33
Swimming for the Handicapped ... 16
Teacher Developed and Tested Positive-Based Learning System ... 53
Transitional Rooms ... 8
Video Reading Program ... 26

SUBSTANCE ABUSE

Drug Abuse Task Force ... 48
Drug Counseling Group ... 34
Youth Service Division ... 61

TUTORING

Basic Skills Student Tutorial Program for Language Arts ... 18
CAAP: Chippewa Alternative Aide Program ... 39
Career Education ... 15
Community Volunteer Aide Program ... 30
Cross-Age Tutoring ... 19
Dwight Rich Learning Center ... 43
Enrichment Centers ... 11
Franklin Junior High Coss-Age Tutoring Program ... 35
Improvement of Instruction through Self-Evaluation ... 61
Junior High and Elementary Tutoring Program ... 34
Junior High Student Tutoring Program ... 34
PAL-LAB — Tutorial Program ... 46
Parent Tutoring Program ... 16
Pre-School Program ... 4
Pupil Tutoring Pupils — Learning Station Concept ... 19
Slice/Shape — Decrease the Drop-out Rate ... 47
Study Buddy (Cross-Age Tutoring) ... 16
VIP Club (Volunteers in Progress) ... 28

WORK EXPERIENCE

Child Care Training Program ... 46
Curriculum Intern Program ... 52
Garden City Work Study Youth Employment Program ... 42
Physically Impaired Student Vocational Project ... 45
Student Placement Office ... 41
Vocational and Academic Skills Training Program (VAST) ... 42

MICHIGAN DEPARTMENT OF EDUCATION
GENERAL EDUCATION SERVICES

Promising Educational Practices Nomination Format

Directions: Use this format for describing each Promising Educational Practice which you feel meets the following criteria: The practice is (a) observable, (b) made a positive change, (c) cost and evaluative data are available, (d) not a special project using state or federal funds.

SCHOOL DISTRICT: _____

ADDRESS: _____

PROJECT TITLE: _____

CONTACT PERSON: _____
(name) (telephone)

_____
(mailing address) (zip code)

DATA: Clients _____

Years practice has existed _____

Special teachers needed _____

Special materials or equipment _____

Other _____

DESCRIPTION OF PRACTICE: Describe the purpose and how you implement the practice. Include any evaluative data, if possible.

Return completed formats by May 1, to: Michigan Department of Education
Experimental and Demonstration Centers Program
67 Box 420
Lansing, Michigan 48902

PROMISING EDUCATIONAL PRACTICES COMMITTEE

MASA REGION 1

LOREN F. HULSIZER, *Superintendent*
Munising Public Schools

MASA REGION 2

RONALD KOONTZ, *Teacher*
Harbor Springs Public Schools

MASA REGION 3

GARRELL A. ADLER, *Deputy Superintendent*
Kent Intermediate School District, Grand Rapdis

MASA REGION 4

T. C. FIPPULA, *Superintendent*
Oscoda Area Schools

MASA REGION 5

MERLE B.MCDONALD, *Superintendent*
Flushing Public Schools

MASA REGION 6

MARY HINTSALA, *Teacher*
Eaton Rapids Public Schools

MASA REGION 7

GEORGE CONTI, *Superintendent*
Portage Public Schools

MASA REGION 8

E. IRENE REPPERT, *Teacher*
Morenci Area Schools

MASA REGION 9

MARY LOU SIMMONS, *Teacher*
Waterford Public Schools, Pontiac

MASA REGION 10

ELMER W. MCDAID, *Assistant Superintendent*
Detroit Public Schools

Represening Mich Education Association

PATRICK DOLAN

Representing Mich Association of Elementary School Principals

THOMAS RICHARDS

Representing Mich Association Secondary School Principals

GENE A. THIELEKE

Representing Mich Congress of School Administrator Associations

PAUL LAMMERS

Representing Mich Association for Supervisor and Curriculum Development

SHIRLEY COLLIER

Representing Mich Association of School Boards

ELVIRA VOGEL